DENISON
UNIVERSITY

CATALOG 1998-2000

Denison University 1998-99 Calendar

Fall Semester

August	31	Mon.	Registration/Classes begin, 8:30 a.m.
September	25-27	Fri.-Sun.	Fall Parents Weekend
October	19	Mon.	Midsemester Grades Due
October	22, 23	Thurs., Fri.	Board Meeting
October	24	Sat.	Homecoming
November	9-20	Mon.-Fri.	Preregistration for Spring Semester
November	20	Fri.	Thanksgiving vacation begins, 5 p.m.
November	30	Mon.	Classes Resume - 8:30 a.m.
December	11	Fri.	Classes End
December	12, 13	Sat., Sunday	Reading and Study Days
December	14, 15	Monday, Tues.	Final Examinations
December	16	Wed.	Reading and Study Day
December	17, 18, 19	Thurs., Fri., Sat.	Final Examinations
December	20	Sun.	Residence Halls close, noon

Spring Semester

January	18	Mon.	Registration/Classes begin, 8:30 a.m.
January	22, 23	Fri., Sat.	Board Meeting
March	10	Wed.	Midsemester Grades Due
March	12	Fri.	Spring Vacation Begins - 5:00 p.m.
March	22	Mon.	Classes Resume - 8:30 a.m.
April	5-16	Mon. - Fri.	Preregistration for Fall Semester
April	20	Tues.	Honors Projects Due
April	23, 24	Fri., Sat.	Board Meeting
April	30	Fri.	Classes End
May	1, 2	Sat., Sun.	Reading and Study Days
May	3	Mon.	Final Examinations
May	4	Tues.	Reading and Study Day
May	5	Wed.	Final Examinations
May	6	Thurs.	Reading and Study Day
May	7	Fri.	Final Examinations
May	8, 9	Sat., Sun.	Reading and Study Days
May	10,11	Mon., Tues.	Final Examinations
May	15	Sat.	Baccalaureate Service - 5:30 p.m.
May	16	Sun.	Commencement - 12:30 p.m.

May Term 1998-1999

May	17	Mon.	May Term Begins
June	25	Fri.	May Term Reports due for Transcript Reporting

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Art, Studio
Astronomy
Biochemistry
Biology
Black Studies
Chemistry
Cinema
Classical Studies
Communication
Computer Science
Dance
East Asian Studies
Economics
Education
Educational Studies
English Literature
English Creative Writing
Environmental Studies
First-Year Program
French
Geology and Geography
German
History
Honors Program
International Studies
Latin American and Caribbean Studies
Mathematics
Media Technology and Arts
Music
Neuroscience
Organizational Studies
Philosophy
Philosophy, Politics & Economics
Physical Education
Physics
Political Science
Psychology
Religion
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Spanish
Theatre
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History and Purposes

History of Denison

Denison University is an independent residential college of some 2,000 students, 167 faculty members and more than 24,000 alumni. It attracts to its spacious small-town campus a national student body, together with a growing number of international students. Denison is a coeducational community of intellectual excellence and moral ideals.

The Denison of today bears little physical resemblance to the institution in its earliest years, yet there is an important continuity from those times to the present. From its beginning, the College has been committed to serving society's need for education. It has endeavored to be, in the words of its first trustees, "a useful Institution suited to the wants, and calculated to promote the welfare of, a rapidly growing and free country."

Founded in December 1831 by the Ohio Baptist Education Society, the school was originally known as the Granville Literary and Theological Institution; it held its first classes in the local Baptist church. A year later it was able to move to its intended farm site a mile west of the village, and its first three students were graduated in 1840. The name was legally changed to Granville College five years later. By 1854 the trustees had agreed not only to move the school to the present site on a hill overlooking the village, but also to name it Denison University in honor of William S. Denison, a resident of neighboring Muskingum County who had pledged $10,000 to a crucial endowment campaign.

By the term "university" the trustees then meant that Denison would offer several different courses of study, including work in the sciences leading to "the degree of Bachelor of Science, already adopted in some of the eastern colleges." Graduate programs leading to a master's degree were adopted in 1887, but by the late 1920s Denison became, by choice, solely an undergraduate institution.

Coeducation came about gradually as well. In December 1832 Granville saddler Charles Sawyer had founded the Granville Female Seminary on what is now Denison's Lower Campus. In 1861 those buildings were sold to the Young Ladies' Institute, a two-year-old Baptist-sponsored enterprise, and by 1866 some Institute women were welcomed in classes "on the hill." Renamed Shepardson College for Women in 1886 at the retirement of the Institute's beloved president, the Rev. Daniel Shepardson, this old "Upper Sem" became part of Denison University in 1900. In 1927 the two were merged under one board of 36 trustees.

Denison University Statement of Purpose

Our purpose is to inspire and educate our students to become autonomous thinkers, discerning moral agents and active citizens of a democratic society. Through an emphasis on active learning, we engage students in a liberal arts education that fosters self-determination and demonstrates the transformative power of education. We envision our students' lives as based upon rational choice, a firm belief in human dignity and compassion unlimited by cultural, racial, sexual, religious or economic barriers, and as directed toward an engagement with the central issues of our time.

- Our curriculum balances breadth with depth, building academic specialization upon a liberal arts foundation in the arts, the sciences, the social sciences and the humanities. Responsive to new ways of learning, we continue to develop interdisciplinary integration of the many forms of knowledge. While our students pursue specialized learning in their chosen majors, they also develop the framework for an integrated intellectual life, spiritually and morally informed.
- Our faculty is committed to undergraduate education. As teacher-scholar-advisers, their principal responsibility is effective teaching informed by the best scholarship. Faculty members place a priority on close interaction with students, interactive learning, and partnerships with students in original research. Our low student/faculty ratio allows for close supervision of independent research and collaborative work in small groups and classes.
- Our student body will remain between 1,800 and 2,000. We seek to ensure an ever-broader range of racial, ethnic, international and economic backgrounds. Within our means, we meet the financial needs demonstrated by our students.
- The focus of student life at Denison is a concern for the whole person. The University provides a living-learning environment sensitive to individual needs yet grounded in a concern for community, in which the principles of human dignity and ethical integrity are paramount. Students engage in a wide range of co-curricular activities that address the multidimensional character of their intellectual and personal journey.
- Denison is a community in which individuals respect one another and their environment. Each member of the community possesses a full range of rights and responsibilities, and foremost among these is a commitment to treat each other and our environment with mutual respect, tolerance and civility.

Accreditation and Recognition

Denison is accredited by the Commission on Institutions of the North Central Association of Colleges and Secondary Schools, which was formed in 1913. Denison is certified by the Ohio Board of Regents to grant three degrees: Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts.

Denison's program in Education is approved by the State of Ohio Board of Education, and the American Chemical Society accredits the program in chemistry.

Denison's pre-medical program is recognized by all medical schools accredited by the Association of American Medical Colleges.

Denison is a member of the Great Lakes Colleges Association, the Association of American Colleges and Universities, the Ohio Colleges Association, the Association of Independent Colleges and Universities of Ohio, and several additional national and state associations.

Denison at a Glance

Type of College: Coed, four-year independent college of liberal arts and sciences, founded in 1831.

Location: Granville, Ohio, 27 miles east of Columbus

Campus size: 1200 acres with a 350-acre Biological Reserve

Academic year: Semester system

Courses of study: 42

Optional May Term: Internships and travel seminars

Degrees offered: B.A., B.S., B.F.A.

Phi Beta Kappa chapter: Established 1910

Average class size: 20; student teacher ratio: 12:1

Total full-time equivalent faculty: 167

Total undergraduates: approximately 2,000

Total alumni: 24,000

Endowment and similar funds: $257,500,000

The Academic Program

The concept of liberal arts embodies certain fundamental goals, among them breadth, depth, and independent thinking. Our commitment to a broad liberal arts education is expressed in the form of General and Major Requirements designed to structure the student's pursuit of these educational goals. Breadth refers to a set of experiences that introduces students to a wide range of content and modes of inquiry, offers a broad exposure to human culture, and cultivates a more informed understanding of our world from many perspectives. Depth refers to the development of the higher-order intellectual competencies that come primarily from the intensive study of a particular discipline, principally from the pursuit of a major. Independent thinking denotes the development of the capacity, embodied in the "liberal" or "free" person, to challenge assumptions and to create new ideas and meanings.

Graduation Requirements

☐ Earn 127 semester hours of credit;
☐ Earn a cumulative grade-point average of at least 2.0, both overall and in the major and minor fields;
☐ Take approximately 13 courses from a variety of areas of knowledge as a part of the General Education program;
☐ Major in some area — either in a department, a program, or an individually-designed area;
☐ Successfully complete a comprehensive experience in certain major fields;
☐ Reside at Denison for the two semesters of the senior year. To be a candidate for a Denison degree, a student must complete at least one-half of the required 127 credit hours in residence at Denison. To satisfactorily complete a major at Denison, at least one-half of the credit hours that fulfill major requirements must be completed in residence at Denison. To satisfactorily complete a minor at Denison, at least one-half of the credit hours that fulfill minor requirements must be completed in residence at Denison. Generally, all students, except those enrolled in recognized pre-professional 3-2 programs, must complete the last two semesters in residence at Denison. Exceptions to these requirements may be made by the Registrar's Advisory Board. A course taken "in residence" is defined as any course scheduled by the Denison registrar and taught on the Denison campus, or any course scheduled by the Denison registrar and taught off-campus by a full-time Denison faculty member. This policy prescribes a university-wide *minimum* residence requirement; individual departments may have stricter requirements.

Please note that qualifications and further clarification of these requirements appear in various following sections. These requirements apply to all students, unless otherwise noted in the following sections. Note exceptions, in particular, for Bachelor of Fine Arts candidates.

Assessment of Academic Programs

Under the guidelines set forth by the North Central Association of Colleges, Denison is establishing a set of programs to evaluate the achievement of our educational goals. These programs will continually assess the outcomes of student learning in terms of the stated objectives of the general education program and the major.

Degrees Available at Denison

Bachelor of Arts

A candidate for the Bachelor of Arts degree who majors in one department must successfully complete a minimum of 24 semester-hours of work. The *maximum number of* credit hours which may be taken in the major by the end of the junior year is 32. Hours in the major in excess of 32 at the end of the junior year will not count toward the degree.

These maximums do not apply to an interdepartmental or individually designed major. Maximums in these cases are to be worked out with the student's adviser and others.

Bachelor of Arts candidates shall be free to plan their senior program, in consultation with their adviser, to suit individual needs as to depth and breadth of study.

Bachelor of Science

A candidate for the Bachelor of Science degree may pursue coursework in any of the following fields: Biology, Chemistry, Biochemistry, Geology, Mathematics or Computer Science, Physics (Astronomy), and Psychology.

A candidate for the Bachelor of Science degree may earn a maximum of 70 semester-hours in the major field and specified related area requirements. At least 24 hours must be earned in the major field.

Bachelor of Fine Arts

A candidate for the Bachelor of Fine Arts degree will major in studio art or theatre and is required to take a minimum of 40 credit hours in that major. The program will be planned with a departmental adviser.

Including two First-Year Seminars, candidates for the B.F.A. degree are required to complete successfully a minimum of 16 hours credit from General Education courses outside the fine arts, including one General Education course each in the sciences, social sciences, and humanities. In addition, a student will take a minimum of 15 credit hours from the following areas, other than the major area of concentration: art history, dance, music, theatre, cinema, and studio art. BFA candidates in Theatre and Studio Art may be required by their departments to fulfill additional general education requirements.

Double Degrees

Although the pursuit of a double degree is rare, Denison students may earn two degrees during their undergraduate career. For further information, contact the Registrar.

General Education Requirements

A life based on rational and humane self-determination, to which all liberal education aspires, requires those skills and understandings of ideas, principles, and methods most common to the major realms of modern knowledge.

In recognition of this need, Denison offers a program of General Education. Students must take certain courses from this program regardless of major field. It is designed to expose the student to broad areas of knowledge that should contribute to the dual goals of vocational success and a happier, more intelligent mode of living.

In some cases courses from the General Education area must be taken in the first or second years. Furthermore, since we are eager to build on the academic work students have done before coming to Denison, students may either waive and/or receive credit in these areas by Advanced Placement or Proficiency Testing.

☐ **First-Year Seminars Requirement: 2 courses**

See page 89 for a full description of the First-Year Program Seminars .

☐ **Textual Inquiry:**

A course which has as its primary focus the close analysis and interpretation of one or more texts.

☐ **Critical Inquiry:**

A course in which students will critically analyze philosophical and religious questions central to the heritage of Western and non-Western civilizations.

☐ **Social Inquiry:**

A course which introduces the social-scientific study of political, social, or economic issues in the modern industrial world.

☐ **Scientific Inquiry:**

Three courses, including one in the life sciences (Biology or Psychology) and one in the physical sciences (Astronomy, Chemistry, Geology, or Physics.) The third science course can be an additional one-semester course in a life or physical science; it can be an appropriate one-semester college-level course in the Mathematical Sciences; or it can be a cross-disciplinary science course.

☐ **Artistic Inquiry:**

Two courses in Studio Art, Art History, Dance, Music, Theatre, or Cinema. This requirement can be fulfilled with studio or "participatory" courses for at least six hours of cumulative credit. Use of accrued "participatory" credits to satisfy this

requirement must be done in consultation with the appropriate departmental chairperson and the Registrar.

☐ **Minority/Women's Studies:**

A course which focuses on some aspects of the experience, identity, and contributions of women and minority groups in 20th century America.

☐ **Foreign Language:**

There are a variety of ways to demonstrate the required skill in foreign language.

(1) You receive credit and waiver for the language requirement if you score 700 or higher on a College Board Achievement Examination in any foreign language.

(2) You receive credit and/or waiver for "adequate" performance on a College Entrance Examination Board Advanced Placement Test. "Adequate" performance is determined by the department.

(3) Denison requires that every student complete the first three semesters or the equivalent in one foreign language. All entering students who have studied a foreign language must take the appropriate placement test during the orientation period. If a student intends to continue a language begun in high school or for which there was other preparation, the placement test determines how many, if any, semesters of that language are necessary.

An appropriate course from at least two of the three following categories:

☐ **American Social Institutions:**

A course which focuses on one or more social structures or institutions in America and the principles which shape them.

☐ **Western Studies:**

A course which focuses upon one or more aspects of the origins and development of Western Civilization through the nineteenth century.

☐ **Non-Western Studies:**

A course which investigates the historical, aesthetic, religious, social, political, economic, or ecological foundations and accomplishments of a human society outside the West.

☐ **Oral Communication Requirement:**

Proficiency is required and may be demonstrated by passing a special test administered to first-year students by the Communication Department or the Department of Theatre and Cinema. First-year students are strongly urged to take this test. Students who do not demonstrate proficiency through the test may take one of the following courses to fulfill the requirement: Communication 101, 221, 222 or 223; Theatre and Cinema 121, 123.

Please Note:

Only two courses from any single department can be used to fulfill the General Education requirements. A course as referred to above may be for either three or four credit hours.

Candidates for the B.A. degree are permitted no more than 32 hours in the major by the conclusion of the junior year. Hours in excess of 32 at the conclusion of the junior year will **not** normally be counted toward graduation.

Candidates for the B.F.A. degree are required to complete successfully a minimum of 16 hours credit in General Education outside the fine arts, including one General Education course each in the sciences, social sciences, and humanities.

Departmental and Interdepartmental Majors

The Denison faculty believes the achievement of some competence within a particular field or in combined fields or some study of a particular issue or problem in depth is essential for an educated person. For some majors this may require completion of a comprehensive examination or culminating learning experience. In discussions with their advisers, students should look ahead to possible majors and make their choices before entering the junior year.

Art History
Art Studio
Biochemistry
Biology
Black Studies
Chemistry
Cinema
Classical Civilization
Communication
Computer Science
Dance
East Asian Studies
Economics
Education
Educational Studies
English Literature
English Writing
Environmental Studies
French
Geology
German
History
International Studies
Latin
Mathematics
Media Technology and Arts
Music
Philosophy
Philosophy, Politics and Economics (PPE)
Physical Education
Physics
Political Science
Psychology
Religion
Sociology/Anthropology
Spanish
Theatre
Women's Studies

The particular requirements are described under Courses of Study in this Catalog.

The Individually Designed Major

A Denison student may design his/her own major. Approval of a proposal for a major will be based on the following criteria:

- At least 20% of the total number of hours taken by the student must be in the program declared as a major.
- While there is no upper limit on the total number of courses which may be taken in an individually designed major, a student may take no more than 40 hours in one department for the BA and BS degree.
- The choice of the individually designed major is subject to the approval of the adviser and the appropriate committee of the Academic Affairs Council. The student should be sponsored by an adviser and other faculty consultants as they deem necessary.
- The major should include at least five courses which are other than directed or independent studies. The major should also include at least one directed or independent study suitable to the area of the proposed program.

Individually Designed Majors approved in the last few years include the following titles: "The Psychology of Speech," "Science and Human Values," "American Subcultures," "Japanese Studies," "Religion and Politics," "Philosophies of Science," "Environmental Studies," "Cultural Ecology," "Environmental Economics," and "Third World Studies: Latin America," "Journalistic Photography and Videography," and "Health Education."

Students wishing to design their own majors should consult with the chair of the Alternative and Co-Curricular Programs Committee early in their Denison careers. Approval for the proposal must be completed by November 1 of the student's junior year.

The Minor

A student may undertake a plan of study for a minor. Most departments offering majors, as well as several areas of concentration, have developed a minor program. Areas with minors approved by the Academic Affairs Council are as follows:

Art History
Art Studio
Astronomy
Biology
Black Studies
Chemistry
Cinema
Classical Civilization
Communication
Computer Science
Dance
East Asian Studies
Economics
Educational Studies
English
Environmental Studies
French
Geology
German
History
Latin
Mathematics
Music
Philosophy
Physical Education
Physics
Political Science
Psychology
Religion
Sociology/Anthropology
Spanish
Theatre
Women's Studies

Each Department determines what constitutes a minor in its program within the following guidelines:

1. A minor shall have two-thirds the number of courses which are required for a major, or no fewer than 19 credit-hours.
2. There shall be structure for the minor as determined by the Department. In other words, a minor shall not be made up of randomly selected courses.
3. If possible, a Department shall have some special requirement for students electing the minor, such as participation in the senior seminar, special comprehensive examination questions, or similar requirements corresponding to the requirements for the major.

According to the Academic Affairs Council, no department or program is required to develop a program of minors.

Educational Planning & Advising

Each incoming student is assigned a faculty adviser who counsels the student in planning his or her academic program. As often as possible, the faculty adviser will be an instructor in one of the student's courses in the first semester.

As a student's major and vocational goals become more clearly defined, it is likely that the student will wish to change to another adviser more familiar with those developing interests. Students may, with the consent of the new faculty adviser, change the officially listed adviser at any time. All changes must be reported to the Office of Academic Support.

During the first year of residence, a student is urged to begin planning his or her own program of study. This program should be suited to the student's particular needs, interests, life aspirations, and career plans. The various academic departments and the faculty adviser, as well as the offices of Student Affairs, Career Development and Academic Support, will assist students with the planning process.

Good educational planning, based on Denison's tradition of liberal education, should include consideration of educational objectives relating to career plans and personal developmental goals, analysis of high school and first semester Denison experiences and discoveries, course work and off-campus programs being considered, and a tentative choice of major. The student should discuss these issues with his/her faculty adviser.

Since education is an evolutionary process, students are encouraged to explore the breadth of opportunity at Denison in their early years on campus. Modification of academic goals, vocational plans, and prospective majors is common so students should not preclude from consideration any particular range of educational alternatives.

Special Academic Projects

Students have the opportunity to undertake Directed Studies, Independent Studies, Senior Research, and Honors Projects. These are explained below.

Directed Study

A student in good standing is permitted to work intensively in areas of special interest under the Directed Study plan. A Directed Study is appropriate when a student wishes to explore a subject more fully than is possible in a regular course or to study a subject not covered in the regular curriculum. **A Directed Study should not duplicate a course that is regularly offered.** A student who wishes to elect a Directed Study must submit to the Registrar a typed proposal with appropriate departmental approval no later than the first Friday of the semester. Directed studies are normally taken for 3 or 4 credits. The form required for Directed Studies can be obtained from the Office of the Registrar.

Independent Study

Independent Study involves relatively undirected student effort in the pursuit of clearly defined goals. In this effort a student may employ skills and information developed in previous course experiences or may develop some mastery of new skills.

A proposal for an Independent Study project must be approved in advance by the faculty member who agrees to serve as the project adviser. The approval must be submitted on the appropriate form to the Registrar at the time of registration and meet certain criteria.

The chief distinction between this option and other options for individual study is that an individual faculty member works with the student only prior to the initiation of the study or at its very beginning and at the completion of the study. A student may propose an extensive independent project up to the equivalent of a full semester's work. An Independent Study project which constitutes a student's total academic load in a given semester may be done either on or off the campus. Any proposal or combination of proposals to do independent work carrying more than four credit hours must be submitted to the Alternative and Co-Curricular Programs Committee. Examples of Independent Studies approved recently include: "An Existential Search for Religion," "Genetics of Sarracenia," "Internship at Warner Amex Qube," "Creativity and the New York Musician," and "Behavioral Studies of the Primates of the Peruvian Amazon."

Senior Research

A student may enroll for Senior Research in his or her final year at Denison. Normally, senior research requires a major thesis, report or project in the student's field of concentration and carries eight semester-hours of credit for the year. It may be converted to an Honors Project, with the approval of the faculty sponsor for the project, if application is made prior to the fifth week of the second semester. Semester-hours of credit for Senior Research shall not be counted toward the maximum hours allowed in the student's major. The form required for Senior Research can be obtained from the Office of the Registrar.

Honors Project

Any senior whose record shows at least a 3.4 grade-point average and who has earned the recommendation of his or her department may undertake a two-semester Honors Project in a specific topic related to his or her major field. Such a study must be recommended by the student's academic adviser and the departmental chairperson and be approved by the Academic Affairs Council. If completed successfully, an Honors Project earns eight credit-hours toward graduation and the possibility of graduation with Honors. Please note carefully the explanation on the next page dealing with Graduation with Honors. The form required for Honors Projects can be obtained from the Office of the Registrar.

Special Academic Honors

The Dean's List

A student earning a superior academic average is placed on the Dean's List. Normally, less than 18 percent of the student body earns this distinction. Notice of this fine accomplishment is sent to the student's hometown newspaper(s). The Dean's List is placed in public locations on campus.

Academic qualifications for inclusion on the Dean's List require that a 3.500 academic average be maintained for the semester, with no D's, F's, U's, I's, W's, WF's or WP's and that a minimum of 12 academic hours be completed for a grade.

Phi Beta Kappa

The Denison University chapter of Phi Beta Kappa was established in 1910. Election to Phi Beta Kappa takes place during the second semester of the senior year and is based primarily on a record of outstanding academic achievement. Election is also possible during the second semester of the junior year for a student whose academic record is truly exceptional.

Graduation With Honors

A student who meets the general college requirements and the particular requirements for any one of the above degrees may graduate with Honors. There are three levels of Honors.

Highest Honors — Summa Cum Laude

This highest distinction is accorded to students who earn a cumulative grade-point average of 3.8 and receive an A grade on their honors project and the recommendation of their major department (or appropriate committee in the case of an interdepartmental major).

High Honors — Magna Cum Laude

This second highest distinction is accorded to students who earn a cumulative grade-point average of 3.6 and receive an A grade on their honors project or who

earn a cumulative grade-point average of 3.8 and receive a B grade on their honors project. The recommendation of the major department, or appropriate committee in the case of an interdepartmental major, also is required for graduation with High Honors.

Honors — Cum Laude

This third distinction is accorded to students who earn a cumulative grade-point average of 3.6 and receive the recommendation of their major department (or appropriate committee in the case of an interdepartmental major) or earn a cumulative grade-point average of 3.4 and receive an A or B on their honors project and the recommendation of their department or appropriate committee.

Please note: The grade point average is computed on the last six or eight semesters, whichever is higher. Departments will explicitly state, late in the second semester of the senior year, that the student is recommended for honors with no qualifications. This recommendation will be based in part upon the student's performance in departmental and related courses, and in part on his or her having exhibited an outstanding breadth and depth of understanding in the field of study. An Honors Project is a distinct and separate part of Honors and may not itself satisfy the requirement, nor be the factor on which the department makes its recommendation.

President's Medals

Each spring at the Academic Awards Convocation the President awards special medals to outstanding graduating seniors who have made especially good use of their undergraduate education and have contributed substantially to the community. The range of accomplishments the President seeks to acknowledge and honor are comparable to those associated with the winners of a major national scholarship such as the Rhodes or Marshall. The preeminent criterion for receipt of a President's Medal, Denison's most prestigious award, is academic achievement. In addition, candidates must embody some combination of the following: service to the community, contribution to the arts, enlargement of the community's global perspective, athletic fitness and achievement, leadership ability and contribution to community discourse.

Registration & Academic Regulations

Registration

Registration is the formal enrollment in the College. In registering, the student subscribes to **all** the regulations, terms, and conditions — academic and financial — set forth in this Catalog. A student must, therefore, confirm registration **in person** during the scheduled registration period each semester.

Normal Registration

A normal load is set at 16 semester-hours of credit per semester. This total should include the appropriate requirements. The normal academic load enables a student to meet the graduation requirements within eight semesters. A student

who pays regular tuition charges is permitted to audit, without additional cost, one course a semester for which no credit may be claimed.

Reduced Registration

This classification is recommended for a student who for any reason cannot carry a normal schedule satisfactorily. If reduced registration is advisable, a student may be required to carry a schedule of 12 to 14 credit hours and be asked to devote an extra semester to fulfill the graduation requirements. Without special permission from the appropriate Dean, 12 hours shall be minimum registration for any regular student. With special permission a regular student may register for 9 to 11 credit hours. Continued use of the reduced registration option could have ramifications for financial aid eligibility.

Excess Registration

The payment of tuition for fall or spring semesters of any given academic year entitles a full-time regular Denison student to 18 credit hours in that semester. See Annual Cost section of Catalog for the fee, billing, and payment arrangements if taking more than 18 hours in any semester. With extenuating circumstances and evidences of careful planning, a student may petition twice during the Denison career to take 20 hours and waive the excess hours fee. Any such request must be made prior to the beginning of the semester in question.

Additional Credit

A student may request, with the consent of the instructor, to take a course for an additional hour of credit. The nature of the additional work which the student must do in order to receive the additional credit, and how that work will be evaluated, must be clearly outlined in the petition. Usually instructors award one grade, but may choose to assign different grades to the regular course and the additional project.

A student whose petition for additional credit is granted may not ask to drop that credit after the deadline for dropping courses has passed.

Partial Registration

A regular student, with the permission of the appropriate Dean, may take a part-time schedule of eight or fewer academic semester-hours of credit. A part-time regular student may pay by the credit hour and must carry eight hours or fewer. **Regular students carrying more than eight hours are counted by the University as full-time students and must pay full tuition.** A full-time student normally carries 15 to 16 hours. For students on financial aid or scholarship, a minimum registration of 12 hours is required.

Special Registration

Special registration is open to persons living within commuting distance of the campus, certain foreign students who wish to take for credit or to audit certain courses of special interest but who are not degree candidates, and to certain graduates wishing to take post-graduate work. **A special student** may not register for more than 8 credit-hours of academic work except by permission

from the Registrar's Advisory Committee. A special student desiring credit must submit appropriate credentials to the Office of Admissions. If after one semester a special student has failed to maintain a 2.0 average, his or her special standing can be terminated.

Changes in Registration: Adding of Courses

A student may add courses or credits to his or her registration during the first two weeks (10 class days) of a semester. The student should consult with the adviser and must have the consent of the instructor. The appropriate documentation must be filed promptly.

Changes in Registration: Dropping of Courses

A drop of a course or credit may be done through the end of the fourth week of classes by submitting to the Office of the Registrar a properly completed change of registration form. During the first collegiate semester, first-year students may drop a course until the conclusion of the ninth week.

Change of registration after the stated deadlines requires action of the Registrar's Advisory Board. The decision of the Registrar's Advisory Board is final.

Late Registration

Students failing to register by the deadline date prescribed in University publications and/or failing to respond properly to University official's notices regarding the problem shall be withdrawn from all preregistered courses. Such withdrawal carries with it financial forfeitures of 50 percent of all fees due. Appeal of this action shall be to the Registrar's Advisory Board and, with a resulting decision of reinstatement, normally carries a **minimum** penalty of $50 and other disciplinary sanctions as deemed appropriate.

Statement of Petition Policy

On the advice of the Registrar, students may petition the Registrar's Advisory Board for exceptions to rules concerning academic policies and procedures. However, the Board will consider only those petitions which are submitted sufficiently far in advance so that, if denied, the petitioner will still have time to remedy the deficiency by suitable re-scheduling or other appropriate action. **The decision of the Registrar's Advisory Board is final.**

While for some students the interpretation of this statement may mean that they will need to submit their petitions a year or more in advance of graduation, for all students it will mean that petitions relating to the successful completion of the requirements for graduation will not ordinarily be accepted after 4:30 p.m. of the last day of classes in the semester immediately preceding the student's last semester at Denison. **Specifically, no petitions by seniors seeking substitutions or waivers of General Education requirements will be entertained after this deadline.**

Attendance Policy

It is expected that the student will attend and participate in all regularly scheduled classes. If a class is missed, for any reason, the student is responsible for determining what occurred in the missed class. Absence from a class will not be accepted as an excuse for not knowing class material. The student is responsible for all information, discussion, and conceptual analysis which take place during classes. Absenteeism may result in the reduction of one's final grade.

Academic Dishonesty

Every Denison student is expected to know and uphold University standards in matters of academic honesty. Students who practice academic dishonesty assault their own integrity as well as that of the University. Behavior which is in direct violation of these standards is discussed in the student handbook. Each Denison student is expected to be familiar with this policy. Please note that violations may result in suspension or expulsion from the University.

Student Classification

Classification of students is determined by the amount of academic credit earned.

☐ First-Year Standing — A student is classed as a first-year student unless he or she is deficient in more than one unit of preparatory work.

☐ Sophomore Standing — A student must have earned 26 semester-hours of credit.

☐ Junior Standing — A student must have earned 60 semester-hours of credit.

☐ Senior Standing — A student must have earned 90 semester-hours of credit.

Eligibility Rule

A regularly enrolled student registered on a full-time basis (normally 12 semester-hours or more) shall be eligible to participate in all college and intercollegiate activities. **The student whose scholastic record falls below a 2.0 average will not be permitted to participate in intercollegiate athletics.**

First-year students are eligible to participate in intercollegiate athletics during their first semester.

Credit Earned by Advanced Placement Testing

Incoming First-Year students and Transfer students who score a 5 or a 4 on a College Entrance Examination Board Advanced Placement Examination may receive academic credit for their scores. Students scoring a 3 may also be awarded such credit at the discretion of individual departments after review of the student's test book.

Incoming First-Year students and Transfer students should claim such earned Advanced Placement credit within one semester of enrolling at Denison. Beyond this one-semester time limit, re-testing or other similar certification procedures may be required.

Recognition of Credit Earned Elsewhere

Resident Transfer Credit will be honored only if taken at an accredited college or university and only if the student submits an official transcript of credit **prior to** or at the time of the next succeeding registration at Denison. (This applies also to summer school credits earned elsewhere.) If a student achieves an overall average of less than 2.0 for courses taken in summer school, credit for courses passed with a grade of C or better shall be given only at the discretion of the Registrar's Advisory Board. Students considering off-campus work (especially summer school work) must confer with the Registrar. Credit earned in disciplines other than those in the Denison curriculum will not normally be accepted. The University has no obligation to award transfer credit for course work that has not been approved in advance.

Grades Earned Elsewhere

Grades received at another institution shall not be computed into the Denison quality-point average, or be used to remove Denison quality-point deficiencies except by petition to and favorable action by the Registrar's Advisory Committee. Denison will not award credit for work below C level on transfer from another institution. Students who have received the prior approval of the Denison Off-Campus Study Office will have their grades earned at the program site appear on their Denison record. The grades will not be included in GPA calculations.

Extension or Correspondence Study

Courses taken by extension (in an officially designated extension center of an accredited college or university) are credited on the same basis as resident transfer credit (see above).

Courses taken by correspondence or by audio or video cassette are **not** accepted for credit at Denison.

Withdrawal From the College

To withdraw from the school a formal report must be signed by the instructor and the student's adviser and presented to the Registrar. No record will be made if a student receives permission to withdraw from school before the end of the fourth week of classes. A student who withdraws from school without official permission will receive a grade of F (failure) on his or her permanent record. Petitions for exception must document unusual circumstances, and such petitions are submitted to the Registrar's Advisory Board.

In addition, a student who finds it necessary to leave Denison before the close of the semester must, in order to receive an honorable dismissal, report to the appropriate Dean and arrange for an official withdrawal. No grades will be recorded if a student withdraws from the college before the end of the fourth week of classes. Between the fourth and seventh weeks, grades of "W" will be recorded. Except in cases of illness and/or exceptions granted by the Registrar's Advisory Board, grades of F (failure) will be entered on the permanent record of the student who withdraws from Denison after the seventh week of classes.

The college may, whenever in its judgment such action is for the best interest either of the student or of the student body, dismiss or refuse to enroll or re-enroll any student.

Withdrawal from the University at any time is official only upon written notice to the Office of Student Affairs. A request to the Registrar for a transcript or failure to participate in room lottery is not considered withdrawal from the University.

Registration Procedure

A student must complete his or her advanced registration and also final registration at the times scheduled in order to avoid payment of a fee for late compliance.

No student will be admitted to any class later than the second week of the semester.

Advance Registration

All enrolled students prepare a detailed schedule of courses with the assistance of a departmental chairperson or faculty counselor during a designated week in the preceding semester. First-year students register early by personal conference on campus, by telephone conference, or by mail in the summer preceding entrance to Denison. All students registering by mail must consult with an academic adviser before beginning to attend class.

Registration

The student's Personal Data Form must be deposited at the designated location for the use of the Office of the Registrar. In submitting this form, the student confirms that satisfactory financial arrangements have been made with the Cashier's Office and that he or she has properly registered for courses.

Special Academic Regulations

Grading System

Beginning with the fall semester of the 1976-77 academic year, plus and minus grades carry the following weights in the computation of grade-point averages.

A+	4.0 for each credit-hour.
A	(Excellent) 4.0 for each credit-hour.
A-	3.7 for each credit-hour.
B+	3.3 for each credit-hour.
B	(Good) 3.0 for each credit-hour.
B-	2.7 for each credit-hour.
C+	2.3 for each credit-hour.
C	(Fair) 2.0 for each credit-hour.
C-	1.7 for each credit-hour.
D+	1.3 for each credit-hour.
D	(Passing) 1.0 for each credit-hour.
D-	.7 for each credit-hour.
F	(Failure) 0 for each credit-hour.
I	(Incomplete)

S	(Satisfactory) 0 for each credit-hour.
U	(Unsatisfactory) 0 for each credit-hour.
WF	(Withdrawn Failing)
WP	(Withdrawn Passing)
CR	(Credit) 0 for each credit-hour.
NG	(No Grade Reported).
WV	(Waiver of Course or Requirement).

PR (Progress) Course in progress (usually final mark is to be determined at conclusion of course sequence).

Plus or minus grades given before the fall semester, 1976-77, are not reflected in the grade-point averages.

Incomplete Grade

An incomplete grade in a course may be granted only with permission from the Registrar's Advisory Board. The student shall petition the Board, giving the reasons for the desired extension of time. The statement must be signed by the instructor of the course and the student's adviser. All such requests must be submitted prior to the last day of scheduled classes for the semester.

Should an incomplete grade be granted, completion of the work must be accomplished by the end of the sixth week of the following semester, or any time previous to this, as prescribed by the instructor.

Satisfactory/Unsatisfactory Evaluation

Juniors and Seniors may elect to take one course per semester on a satisfactory/unsatisfactory basis with the mutual agreement of the instructor and department chairperson involved. Courses in the major or minor field cannot be completed on an S/U basis unless it is the regular grading method for that particular course. A few courses are offered to everyone on an S/U basis, and such courses are not included in this restriction.

Departments reserve the right of refusal of the S/U grading pattern for courses fulfilling General Education requirements. It should be further understood that the student should perform at a level equivalent to a "C" or above in order to receive a grade of "S". Grades of "C-" and below will automatically be recorded as "U". Students must decide by the fifth week of the semester whether or not to take a course on an S/U or grade basis. After that time the grading basis cannot be changed.

Academic Probation/Suspension

When a student's academic performance is less than what is minimally expected by the University, he or she will be placed on Academic Discipline. The following designations are used by the University in such instances.

Academic Probation occurs when a student's cumulative average is less than 2.00. Students placed on Academic Probation are expected to be in good standing within two semesters.

Continued Academic Probation is designated when a student previously on Academic Probation has been successful in removing a portion of the deficiency

but not the entire deficiency. Students on Continued Academic Probation are expected to be in good standing by the conclusion of their next semester.

Suspension occurs when a student earns less than a 2.0 semester average while on Academic Probation or Continued Academic Probation. A student may also be suspended when he or she fails to gain good standing after being on Continued Academic Probation. Performance of less than 1.0 for the semester will result in suspension regardless of the student's cumulative average.

Deferred Suspension is used when a suspended student has been reinstated. Students on Deferred Suspension will be given conditions that must be fully met during the next semester in residence in order to remain eligible for enrollment. For procedures for seeking deferred suspension, please see "Eligibility for Re-enrollment." Students who have a quality point deficiency in excess of -8.0 may be placed on deferred suspension even though they fit criteria listed above. Such judgments are made by the Registrar's Advisory Board and are done as an effort to assist the student to regain good academic standing. Sophomore and junior students on Academic Probation at the end of the academic year shall be readmitted for the fall semester only through petition to — and favorable action by — the Registrar's Advisory Board. This includes the student who is on probation at the end of his or her fourth semester of college but does not qualify for junior standing on the basis of credit hours earned. These policies apply also to the student of the same classification who wishes to return to Denison after having withdrawn while on probation.

Eligibility for Re-Enrollment

A student on academic suspension who has shown marked improvement over his or her Denison record in work taken at some other accredited college or university or can present evidence of a maturing nonacademic experience may petition the Registrar's Advisory Board for reinstatement. In nearly all cases, a student is expected to demonstrate some degree of academic improvement by taking course work elsewhere. This petition must be submitted to the Office of the Registrar at least 14 days before the opening day of classes. Should the student be readmitted, he or she must meet all the conditions of the Registrar's Advisory Board or face suspension again.

A former student, who was in good academic and social standing when he or she left the College, may be readmitted to Denison by writing to the Office of Student Affairs and by repayment of the enrollment deposit.

Matriculation Requirement

To be a candidate for a Denison degree a student who enters Denison as a first-year student must complete at least 64 credit hours of the required 127 at Denison, and a transfer student must complete a minimum of 64 semester hours at Denison. Generally, all students, except those enrolled in recognized pre-professional 3-2 programs, must complete the last two semesters at Denison. Exceptions may be made by the Registrar's Advisory Board.

Special Student

A special student may normally not register for more than 8 credit-hours of academic work except by permission from the Registrar's Advisory Board. A special student desiring credit must submit appropriate credentials to the Office of the Registrar. If after one semester a special student has failed to maintain a 2.0 average, his or her special standing may be terminated.

Commencement Exercises

Commencement Exercises are held annually at the conclusion of the spring term. In order to participate in Commencement Exercises, the student must have completed successfully all requirements for graduation. No exceptions are granted to this regulation.

Library, Computing Services and Information Resources

As a member of the Five Colleges of Ohio consortium, Denison University offers access through a combined online catalog to a collection of over 1.2 million volumes. The automated catalog can be reached from computers anywhere on campus via the fiber optic campus network. A daily delivery service and shared electronic databases are other consortial features available to students, faculty and staff. In addition, Denison has joined the OhioLINK state consortium so that library users will have access to Ohio's rich and diverse library holdings.

The Denison Library, housed in the William Howard Doane Library and the Seeley G. Mudd Learning Center, offers both traditional and automated services and collections. In addition to the online system, reference assistance for conventional and electronic sources, library instruction, interlibrary loan service, archives, and a comprehensive Learning Resources Center are available. On-campus collections include more than 350,000 volumes, 315,000 government documents, 1200 periodical subscriptions, 18,000 sound recordings and 4,000 video cassettes.

More than 175 microcomputers in eight student clusters, about 200 computers in department labs, and network outlets available to every student living in a residence hall, provide 24-hour access to computing resources and the campus network. In addition to the library, network services include central multi-user computers and servers, hundreds of software packages, a campuswide information service, e-mail, and access to the Internet and the WorldWide Web. About half of Denison's students own computers. Purchase programs are available: inquire via the Internet at *info@denison.edu* or check the Web at *http://www.denison.edu*

Denison is committed to providing information resources in all formats. Increasingly, these resources are electronic and digital in nature. Computing Services and the Library have developed an Information Resources initiative to offer new services and resources and to provide instruction in their use. The Denison WEB home page (*http://www.denison.edu*) provides links to information about campus academic, social, cultural, and athletic opportunities and links to the World Wide Web.

Courses of Study

Fulfillment of graduation requirements assumes at least a 2.00 grade-point average in the major and/or minor.

Art

Faculty

Associate Professor L. Joy Sperling, Chair

Professors George J. Bogdanovitch, Michael Jung; Associate Professors David Jokinen, Karl Sandin, L. Joy Sperling; Assistant Professors Ronald Abram, Kok Fooi Yong (part-time)

Majors in Art

The art department offers two majors: Art History (B.A.) and Studio Art (B.A., B.F.A.). Studio Art majors and Art History majors must complete the required 100 level courses for each major (Art Studio: Art 110 and Art 121 or Art 141; Art History: Art 155, or Art 156, or Art 157) before the end of the second year.

Junior Day

All juniors in Studio Art and Art History are required to make a formal 5-10 minute presentation of current work or research, along with a statement about why the work is important to them and why they have taken it in a specific direction. The presentation is made to the faculty and to the students' peers as a "mini-symposium" once during the Fall semester of the Junior year. A Spring symposium will be held to accommodate students who are off campus for the Fall semester.

Senior Symposium

This is a single Art Department Symposium at which both Art History and Art Studio seniors make a formal 10-minute presentation on their work/research to an invited audience. This symposium is held in the Denison Art Gallery on the afternoon of the opening of the Senior Exhibition each Spring semester.

Miscellaneous Information

Students who plan to major in Art History or Studio Art are required to seek an adviser/mentor within the Art Department at the time of their decision to major. Students who decide to major in Studio (B.A.) are required to present a portfolio to their adviser in the department to assist in the planning of their art curriculum. Candidates for the B.A. in Studio are expected to notify the Office of Academic Support of the change or addition of advisers.

Candidates for the B.A. in Art History are strongly advised to acquire a reading knowledge of languages relevant to areas of interest.

Candidates for degrees in Studio Art and Art History should expect to work three clock hours per week outside of class for each credit hour of a course.

ART HISTORY MAJOR: REQUIREMENTS, B.A.:

1. 10 courses: eight courses in Art History, including Art 155, or Art 156, or Art 157, which must be taken before the end of the student's second year; at least one course from each of the following areas: Ancient - Renaissance, 19th Century & 20th Century, and Asian (two courses from each area are *highly* recommended); two 100-level Studio Art courses; and Methods of Art History and Art Criticism (Art 380).
2. A limit of two courses towards the major may be taken outside the department (including off-campus programs) and at least six Art History courses must be taken at Denison.
3. Senior Research Paper: Majors must complete a substantial research paper by mid-second semester, senior year and participate in the Senior Symposium as described above. Research topics are to be arranged between the student and adviser. Deadlines and style guide information are available from the Art office.

STUDIO MAJOR: REQUIREMENTS, B.A.:

1. 12 courses: Eight courses in Studio, including Art 110 and Art 121 or Art 141, which must be taken by the end of the student's second year. Majors are advised to take Art 141. Six other courses, two of which shall be taken in the student's area of concentration and at least one of which must be a 300-level course. Four courses in Art History: one must be Art 155, or Art 156, or Art 157 and one must be a course in 20th Century Art (Art 270, Art 275, Art 282, Art 283, or Art 284). The other two Art History courses may be selected by choice.
2. A limit of two courses towards the major may be taken outside the department. This includes off-campus programs.
3. Senior Project: Seniors are required to take the Visual Arts Practicum (Art 401) during each semester of the Senior year in conjunction with a 300-level course in the area of concentration (e.g. Painting III, Printmaking III, Sculpture III, Ceramics III, Photography III, or a 300-level Drawing course). All Studio Art majors are required to enroll for two credit hours in a 300-level course **and** 2 credit hours in Art 401. All 300-level courses are repeatable. A senior project proposal is required in writing, as well as an Artist Statement. Both first draft documents must be submitted by the third week of the first semester of the senior year.
4. Senior Exhibition: (B.A. and B.F.A.) Participation in a Senior Exhibition is also a departmental requirement. If work is not juried into the group Senior Exhibition in Burke Hall, an individual Senior Exhibition in the Student Gallery of Cleveland Hall is required. In this case, a student will receive no higher than a "C" grade in his or her area of specialization and Art 401-Visual Art Practicum. Majors are strongly encouraged to show their work in the Student Gallery at least once during the junior or senior year.

5. Studio majors (B.A. and B.F.A.) are required to participate in the Art Department Senior Symposium as described above.

STUDIO MAJOR: REQUIREMENTS, B.F.A.:

Students desiring a B.F.A. degree should discuss their intentions with a member of the Studio Art faculty as soon as possible. Students must submit a portfolio for review by hanging a show in the Student Gallery of Cleveland Hall by Friday of the second week of the Second Semester of the Junior year, or as soon as possible after declaring an Art major. Students may submit their portfolio before the Junior year if they so choose. Upon acceptance of the portfolio and admittance into the B.F.A. program, the department will notify the Registrar. B.F.A. students are also subject to periodic review of their Studio work by the Art faculty.

1. Thirteen courses in Studio Art taken as follows: Art 110 and Art 121 or Art 141 must be taken by the end of the student's second year. Majors are advised to take Art 141. Eleven other courses in Studio with at least two courses taken in the student's area of concentration and at least five advanced level (300-level) courses. Four Art History courses including Art 155, Art 156 or 157 and a course in 20th Century Art (Art 270, Art 275, Art 282, Art 283, or Art 284) along with two other Art History courses selected by choice.
2. A minimum of four courses (16 credit hours) from the General Education courses outside the Fine Arts, including one course from each in the Sciences, Social Sciences, and Humanities.
3. A minimum of 15 credit hours from related arts must be chosen from Dance, Music, Theatre or Cinema.
4. A limit of two courses towards the major may be taken outside the department. This includes off-campus programs.
5. Senior Project: Seniors are required to take the Visual Arts Practicum (Art 401) during each semester of the Senior year in conjunction with a 300-level course in the area of concentration (e.g. Painting III, Printmaking III, Sculpture III, Ceramics III, Photography III, or a 300-level Drawing course). All Studio Art majors are required to enroll for two credit hours in a 300-level course AND 2 credit hours in Art 401. All 300-level courses are repeatable. A senior project proposal is required in writing as well as an Artist Statement. Both first draft documents must be submitted by the third week of the first semester of the senior year.
6. Senior Exhibition: (B.A. and B.F.A.) Participation in a Senior Exhibition is also a departmental requirement. If work is not juried into the group Senior Exhibition in Burke Hall, an individual Senior Exhibition in the Student Gallery of Cleveland Hall is required. In this instance, a student will receive no higher than a "C" grade in their area of specialization course and Art 401-Visual Art Practicum. Majors are strongly encouraged to show their work in the Student Gallery at least once during the junior or senior year.
7. Studio majors (B.A. and B.F.A.) are required to participate in the Art Department Senior Symposium as described above.

Studio Art Minor

A minimum of six courses (five in Studio and one in Art History) should be taken as follows: Art 110, Art 121 or Art 141, three elective Studio courses, and one of the following Art History courses: Art 156, Art 282, Art 283, or Art 284. A limit of two courses towards the minor may be taken outside the department. This includes off-campus programs.

In addition to the course work, Studio Art minors are required to submit a portfolio of at least five pieces of their work or work-in-progress for full faculty evaluation by the 11th week of the fall semester of their senior year. Students will be notified whether the work is (a) good and should be continued; (b) average and needs more work; or (c) unacceptable and needs much more work in order to pass the requirements for the minor. All students are encouraged to work with their Studio faculty advisor and are strongly encouraged to exhibit their work in the Student Gallery of Cleveland Hall at least once during the senior year. Final evaluation takes place two weeks before the end of the Spring semester.

Art History Minor

A minimum of six courses (five in Art History and one in Studio Art) should be taken as follows: Art 155, or Art 156, or Art 157; at least two from the following areas: Ancient to Baroque, Eighteenth to Twentieth Century, and Non-Western (Asian); two elective Art History courses; and Art 110 or Art 121, or Art 141 for the Studio Art course. A limit of two courses toward the minor may be taken outside the department. This includes off-campus programs.

In addition to course work, minors in Art History are required to submit a 10-page research paper or paper-in-progress (usually expanded from a research paper produced for an Art History class) for full faculty evaluation by the 11th week of the Fall semester of their senior year. Students will be notified whether the work is (a) good and should be continued; (b) average and needs more work; or (c) unacceptable and needs much more work in order to pass the requirements for the minor. All students are encouraged to work with their Art History faculty advisor on this research paper. Final evaluation takes place two weeks before the end of the Spring semester.

Course Offerings

History of Art Courses

155-156—HISTORY OF ART SURVEY. General survey of the arts of the Western World. Ancient to Medieval in 155; Renaissance to the present in 156. May be taken separately.

Sperling, Sandin. 4

157—HISTORY OF ASIAN ART SURVEY. Survey of the arts of India, China, Japan, and Southeast Asia emphasizing works in their historical, religious, and social context. **Staff. 4**

199—INTRODUCTORY TOPICS IN ART. A general category used only in the evaluation of transfer credit.

251—GREEK ART. A survey of Greek art and architecture from the Geometric through Hellenistic periods, in the context of the principal events and themes of Greek history. **Sandin. 4**

252—ROMAN ART. A survey of Roman art and architecture from the Italo-Etruscan through Late Roman phases. Emphasis on social function of art in Augustan and Late Roman society. **Sandin. 4**

253—EARLY MEDIEVAL ART. A survey of Early Christian, Migration, Hiberno-Saxon, Merovingian and Carolingian art and architecture in the context of Mediterranean art. **Sandin. 4**

254—ROMANESQUE AND GOTHIC ART. A survey of Ottonian, Romanesque, Early and High Gothic art and architecture and its place in medieval European culture. Emphasis on developments in France from ca. 1080-1350. **Sandin. 4**

255—NORTHERN RENAISSANCE ART. A survey of Northern European art from Late Gothic France, the Netherlands and Reformation Germany in the context of late medieval society. **Sandin. 4**

256—EARLY CHRISTIAN AND BYZANTINE ART. A survey of the minor arts, book art, mosaics, frescoes and architecture of the Byzantine Empire from the foundation of Constantinople in 324 A.D. to its conquest by the Turks in 1453 A.D. **Sandin. 4**

257—EARLY RENAISSANCE ART. A survey of Italian art and architecture from the 13th, 14th, and 15th centuries. Emphasis on change and continuity in relation to Classical, Late Antique and Medieval Mediterranean art and society. **Sandin. 4**

258—HIGH RENAISSANCE ART. A survey of Florentine, Roman and Venetian art and architecture ca. 1480-ca. 1520 and the tradition of Renaissance humanism. **Sandin. 4**

259— BAROQUE ART. A survey of Barooque Art in Italy, Spain, Holland Belgium, Germany and France. **Sandin, Sperling. 4**

270—HISTORY OF PHOTOGRAPHY. A survey of the history of photography from its invention in 1839 to the present day. Emphasis is placed on the examination of cultural context and the changing functions of photography in the modern world. **Sperling. 4**

275—ART IN AMERICA-COLONIAL TO 1939. A survey of American art from the early colonial period to World War II. Particular emphasis is given to the cultural context of American art and to the patronage problems facing early American artists. **Sperling. 4**

281—MODERN ART-THE 19TH CENTURY. A survey of 19th century art from the Age of Revolutions to the beginnings of Abstraction. Issues of the Academy and the Avant Garde, patronage, taste and the function of art in society will be discussed. **Sperling. 4**

282—MODERN ART-1900 TO 1939. A survey of 20th century art from Cezanne to the beginnings of Abstract Expressionism. This class focuses on the changing idea of the Avant Garde and the form and theory of modern art. **Sperling. 4**

283—CONTEMPORARY ART. A survey of Contemporary Art from 1945 to 1970. This class focuses on the American art scene from Abstract Expressionism to Pop Art, Minimalism, and the taking of art out of the gallery space. **Sperling. 4**

284—POSTMODERN ART. This class focuses on the art scene since 1970. Particular attention is given to the effects of recent theory and art criticism on today's artists. **Sperling. 4**

290—ART OF INDIA. A study of architecture, sculpture and painting in India from the Indus Valley Civilization through the Moghul era including their cultural and religious context. The art of Southeast Asia may also be examined as an outgrowth, as well as a redefinition, of Indian culture. **Staff. 4**

291—ART OF JAPAN. A survey of Japanese architecture, sculpture, painting and the decorative arts from prehistoric times to the 20th century, with an emphasis on the works in their cultural and religious context. **Staff. 4**

292—ART OF CHINA. A survey of Chinese architecture, sculpture, painting and the decorative arts from prehistoric times to the 20th century, with an emphasis on the works in their religious and cultural context. The course provides an opportunity to work with the Denison collection of Chinese art. **Staff. 1**

299—INTERMEDIATE TOPICS IN ART. A general category used only in the evaluation of transfer credit.

361-362—DIRECTED STUDY. For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, drawing, graphics, ceramics or history and criticism. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3**

380—METHODS OF ART HISTORY AND ART CRITICISM. This class analyzes the development of the disciplines of Art History and Art Criticism from the 18th to the 20th centuries. Several methodologies will be discussed and students will have the opportunity to work in various methodologies. Prerequisite, permission of instructor. **Sperling. 1**

399—ADVANCED TOPICS IN ART. A general category used only in the evaluation of transfer credit.

400—SENIOR PROJECT. To be used for preparation of senior research paper in second semester of senior year. **Staff. 3**

403—GALLERY AND MUSEUM WORKSHOP. This course prepares students for work in a small museum or art gallery. Various practical aspects will be demonstrated (framing, matting, installation) as well as administrative skills, such as acquisition, filing, general gallery correspondence, and record keeping. Time will be spent on cataloguing and installing an exhibition of objects from the Denison Collection. Prerequisite: permission of instructor. **Staff. 1**

408—ART HISTORY SEMINAR. PROBLEMS IN ART HISTORY. Specialized topics in art history. Topics announced as class is offered. Prerequisite: permission of instructor. **Staff. 1**

451-452—SENIOR RESEARCH. **Staff. 1**

Studio Courses

110—DRAWING I FOUNDATION. A studio course in the fundamentals of drawing in several media. Problems in still life, rendering, and perspective will be covered, along with historical and contemporary approaches to drawing. **Abram, Jung. 1**

115—PAINTING I FOUNDATION. An exposure to the painting process with an emphasis on drawing and design. Historical and contemporary approaches to painting technique will be covered in readings and discussion and by working with painting materials. **Bogdanovitch, Jung. 1**

117—PHOTOGRAPHY I FOUNDATION. An introduction to the functions of cameras, films, developers, and lenses, taking photographs, developing the negatives and printing. The photographic philosophy and process will be approached from historical and contemporary viewpoints with problems in light, form, texture, and composition. **Yong, Jung. 1**

121—CERAMICS I FOUNDATION. A broad introduction to all ceramics potential. Clay working in sculptural as well as vessel-oriented directions. Slide presentations and discussions with references made to ceramic history as well as to contemporary ceramic art. Students are introduced to a variety of hand building techniques and are encouraged to pursue their individual creative potential. **Jokinen. 1**

131—PRINTMAKING I FOUNDATION. As a foundation course, emphasis will be on historical and contemporary concepts in art through the media of printmaking. The course will provide exposure to printmaking processes with direct involvement in one of the following: lithography, intaglio, screen printing or relief. Tools, materials and techniques will be fully covered regarding the featured printmaking process. Art issues such as format and content of visual images will be stressed as well as technical procedures for implementing the print. **Abram. 1**

141—THREE-DIMENSIONAL STRUCTURE. This course is based in three areas of concentration. A student will be led to the sculptural idea through experiments in 3D design, historical and contemporary approach to sculptural philosophy through discussions and slide presentations and finally through a confrontation of basic materials and sculptural processes. Media: plaster, concrete, wood and metal. Safety glasses required. **Jokinen. 4**

199—INTRODUCTORY TOPICS IN ART. A general category used only in the evaluation of transfer credit.

210—DRAWING II. Continued experience in drawing with emphasis on contemporary techniques. Prime objective is increased capacity for responsive seeing and a deeper understanding of drawing as a total medium. **Abram, Jung. 4**

211-212—LIFE DRAWING. Study from the human figure in charcoal and other media with emphasis on structure in line, value, and color. **Bogdanovitch, Jung. 4**

313-314—LIFE DRAWING WORKSHOP. Advanced study in figure drawing, emphasizing individualized interpretations of the figure in relation to painting, sculpture, and graphics. Prerequisite: 211-212 or consent. **Bogdanovitch. 4**

215-216—PAINTING II. Continued painting experience with emphasis on developing individual concepts. Prerequisite: 115 or consent. **Bogdanovitch, Jung. 4**

217—INTERMEDIATE PHOTOGRAPHY. A continuation of Art 117 with emphasis on increasing technical and visual proficiencies with black and white photography. Attention will be placed on generating, evolving and completing a cohesive body of work. **Yong, Jung. 4**

221-222—CERAMICS II. Along with further exploration of clay as a sculptural material, introduction of basic wheel-forming skills and functional vessel forms. Different firing and glazing methods including electric, gas, raku, and salt kiln experience. Primary emphasis on students' individual conceptual development. Prerequisite: 121 or consent. **Jokinen. 4**

231-232—PRINTMAKING II. Students may work with any printmaking processes in which they have had experience or with the consent of instructor. Processes available to Printmaking II students include: relief, lithography, intaglio or screen printing. Emphasis will be on continued technical and conceptual development. Prerequisite: 131 or consent. **Abram. 4**

241-242—SCULPTURE II. Emphasis on individual creativity and conceptual development, coupled with good craftsmanship and further technical knowledge. Media: plastics, cement, metal, wood. Prerequisite: 141 or consent. Safety glasses required. **Jokinen. 4**

299—INTERMEDIATE TOPICS IN ART. A general category used only in the evaluation of transfer credit.

315-316—PAINTING III. Continued painting experience. Prerequisite: 215.
Bogdanovitch, Jung. 2 or 4

317—ADVANCED PHOTOGRAPHY. A continuation of Art 217. Students also are directed into a critical analysis of photography from a theoretical, technical and historical perspective and are introduced to the medium format camera. **Yong, Jung. 2 or 4**

321-322—CERAMICS. This course requires a working knowledge of the ceramic process. Students work in depth, developing a personal approach to the medium, acquiring greater competency in terms of concept and technique. Prerequisite: 121, 221, or consent. **Jokinen. 2 or 4**

331-332—PRINTMAKING III. Students may work with any printmaking process in which they have had experience or with the consent of instructor. Processes available to Printmaking III students include: relief, lithography, intaglio or screen printing. Experimentation and innovation, both conceptually and technically, will be stressed for the advanced student. Prerequisite: 231-232.
Abram. 2 or 4

341-342—SCULPTURE III. Prerequisite: 241-242. Safety glasses required. **Jokinen. 2 or 4**

361-362—DIRECTED STUDY. For the student of marked creative ability who wishes to pursue advanced subjects not otherwise listed, such as design, graphics, or history and criticism. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN ART. A general category used only in the evaluation of transfer credit.

400—SENIOR PROJECT. Studio, B.A., B.F.A. To be used for preparation of senior project. **Staff. 3**

401—VISUAL ARTS PRACTICUM. Theory and creative practice in selected areas of the visual arts. Majors are required to enroll in the Visual Arts Practicum twice in their senior year (2 credits) in conjunction with a 300-level course in their area of specialization (2 credits). Majors are encouraged to enroll in Visual Arts Practicum/300-level courses during their junior year. **Jokinen. 2**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Astronomy

Faculty

See Physics Department

Departmental Guidelines

Astronomy 100 is a course in Descriptive Astronomy, designed explicitly for the non-major student, and may be used to satisfy one course of the science requirement. The student who desires preparation for graduate work in Astronomy, Astrophysics, or Space Physics should pursue a modified major in Physics and is encouraged to consult early with Professor Yorka. This program normally will include one or more semester courses in Astronomy. See Physics Department section. See also Honors 135: Cosmic Questions.

Minor in Astronomy

Minimum requirements for a Minor in Astronomy are Physics 121-122, 123, 220, 305, 306 and 312p, Astronomy 100, at least two upper division Astronomy courses totaling 4-8 credits, and Mathematics 123 and 124. The experimental course, Physics 312p, will be modified to reflect the student's interest in Astronomy. Early consultation with the department is strongly advised. See the Physics Department section of the catalog.

Course Offerings

100—CURRENT TOPICS IN ASTRONOMY. This course is designed primarily for the non-major student. Topics will be chosen from such areas as the history of astronomy, the planets, the origin of the solar system, stellar classifications, stellar evolution, galactic astronomy, and cosmology. Course and laboratory work will also emphasize the observational aspects of modern astronomy: optics, optical

and radio telescopes, astrophotography, and the measurement of time and coordinate systems. Three lectures per week; one two-hour laboratory each week. **No previous training in physics or college mathematics is required.** Offered each semester. **Staff. 4**

199—INTRODUCTORY TOPICS IN ASTRONOMY. A general category used only in the evaluation of transfer credit.

299—INTERMEDIATE TOPICS IN ASTRONOMY. A general category used only in the evaluation of transfer credit.

311-312—SPECIAL TOPICS IN ASTRONOMY. This course is to provide qualified students with the opportunity to pursue experimental and theoretical work in one or more of the areas of Modern Astronomy. Prerequisites: Junior standing and consent. **Staff. 3 or 4**

340—ADVANCED TOPICS. Independent work on selected topics at the advanced level under the guidance of individual staff members. May be taken for a maximum of four semester hours of credit. Prerequisites: Junior standing and consent of chairperson. **Staff. 1-2**

345—SPECIAL TOPICS IN PHYSICS. Topics will be chosen according to the interests of the staff member offering the course from such areas as energy, the solid state, laser physics, nuclear physics, astrophysics, geophysics, and medical physics. The course normally will be offered on demand. May be repeated with consent of chairperson. Prerequisite: Physics 122/consent. **Staff. 4**

361-362—DIRECTED STUDY. Prerequisite: Consent of chairperson. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN ASTRONOMY. A general category used only in the evaluation of transfer credit.

451-452—SENIOR RESEARCH. Prerequisite: Physics 312 or consent of chairperson. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Biology

Faculty

Associate Professor Tom D. Schultz, Chair

Professors Kenneth P. Klatt, Ken V. Loats, Philip E. Stukus; Associate Professors Juliana C. Mulroy, Tom D. Schultz; Assistant Professors Eric C. Liebl, Walter McKee Shriner, Catherine Novotny Smith, Robert Thorn and Linda C. Zimmerman.

Departmental Guidelines

The department provides a broad exposure to and understanding of the natural world coupled with preparation for graduate and professional schools (including all Biology courses necessary for pre-medical, pre-dental and pre-veterinary studies). In addition to the core of introductory, advanced, and special topics courses, biology majors are offered the opportunity to join faculty in research and in laboratory instruction; to conduct their own research, to present exceptional work at professional meetings and in professional journals, to edit and publish their own and faculty research in the department's *Denison Journal of Biological Sciences* (the *"BioJournal"*), and to participate in the management of the 350-acre Biological Reserve. Special programs in Medicine, Dentistry, Medical Technology, Forestry,

Natural Resources, and Environmental Sciences are described under "Pre-Professional Programs" and "Environmental Studies" in the Denison University Catalog.

Many students have complemented their Denison coursework and research with off-campus semesters at Oak Ridge National Laboratory, Duke University Biological Laboratory, the SEA Semester at Woods Hole and other programs offering intensive work in laboratory and/or field biology (see "Off-Campus Programs"). The Richard C. and Linda G. Seale Scholarship provides support to qualified Denison students for participation in summer courses at the Duke University Marine Laboratory. May Terms and summers provide opportunities for medical, research, and teaching internships as well as field experience in different ecosystems; the department provides information on the many field stations offering courses in terrestrial and marine biology and ecology. It is possible to combine study abroad with a science degree; consult the Office of Academic Support. Denison has a special affiliation with The School for Field Studies, which offers accredited semester and summer programs in Plant Community and Ecosystem Ecology, Wildlife Ecology and Management, Marine Biology and Management, and Animal Behavior and Conservation at research sites around the world. Financial aid is available for these and some other off-campus programs.

Courses for Non-Majors

Non-majors are invited to take any of the introductory courses designed for both majors and non-majors (General Zoology, Plant Biology and Molecular Biology) to gain an in-depth exposure to major areas of biology. Special courses designed for non-majors explore specific themes in biology. Any of these courses may be used to fulfill the Life Sciences laboratory course requirement in the General Education Program. Students may satisfy the third science requirement by taking another introductory course in the Biology Department or any advanced course for which the first course has served as a prerequisite.

Requirements for Biology Majors

A student majoring in Biology (B.A. or B.S.) must complete General Zoology (110), Plant Biology (111), and Molecular Biology (112) by the end of the sophomore year, and six or seven (depending on degree sought) advanced courses distributed across the curricular offerings. The Biology faculty believes that all majors should do advanced work at the various organizational levels of Biology (cellular and molecular through ecological) and with a diversity of organisms (thus the "animal" and "plant" requirements), and that each major should be exposed to a variety of Biology faculty members. To meet these goals, each Biology major takes at least one course in each of the four groupings: (A) Cellular and Molecular Biology, (B) Organismal Structure and Function, (C) Organismal Diversity, and (D) Ecology and Evolution. (Biology course groupings are as follows: Group A: 216, 225, 302, 341, 345; Group B: 201, 223, 224, 232, 234, 235; Group C: 212, 215, 218, 220, 227; Group D: 200, 213, 221, 240, 270, 280.) All majors must take at least one plant ("P") and one animal ("A") course among the upper level group courses.

Bachelor of Arts in Biology

Requirements for the Bachelor of Arts degree in Biology include nine courses in Biology and one year of Chemistry (Chem. 121-122). If a student elects to perform two semesters of Senior Research, eight courses in Biology are required (excluding Minor Problems, Directed Study, Independent Study or Senior Research).

Bachelor of Science in Biology

Requirements for the Bachelor of Science degree in Biology include ten courses in Biology (excluding Minor Problems, Directed Study, Independent Study or Senior Research), one year of chemistry (Chem. 121-122), and five semesters of additional mathematics or science. These five courses normally include: Organic Chemistry (Chem. 223-224), General Physics (Physics 121-122), and Calculus (Math. 123). Students can substitute other cognate science courses with the approval of the department. If a student performs two semesters of Senior Research, nine courses in Biology are required.

Minor in Biology

The Biology Minor consists of six courses in Biology. All students electing a minor in Biology must complete General Zoology (110), Plant Biology (111), and Molecular Biology (112). In addition, the student minoring in Biology will take three courses at the 200 or 300 level (excluding Minor Problems, Directed Study, Independent Study, Senior Research in Biology, and Honors Research in Biology).

Environmental Studies

Students with an interest in both Biology and Environmental studies have a variety of options, including majoring in Biology with a double major or minor in Environmental Studies, majoring in Biology and taking a variety of relevant courses without pursuing an additional major or minor, or majoring in Environmental Studies with a Disciplinary or Interdisciplinary Concentration in Biology. Students interested in these options may talk with any of the Biology faculty who serve on the Environmental Studies committee (including Drs. Mulroy, Schultz and Zimmerman), or with the Director of Environmental Studies, Dr. Abram Kaplan, or Acting Director of Environmental Studies (Spring, 1998) Dr. Katrina Korfmacher.

Course Offerings

Introductory Courses for both Majors and Non-Majors (offered every semester)

110—GENERAL ZOOLOGY. An introduction to the animal kingdom with emphasis on concepts of evolution as expressed in genetics, development, phylogeny, comparative physiology, morphology and ecology. Laboratory work includes an introduction to data collection and analysis, population genetics modeling, and surveys of animal phyla, with observations of living representatives and comparative study (including dissections) of preserved materials. Open to both majors and non-majors.

Thorn, Smith, Schultz, Zimmerman. 4

111—PLANT BIOLOGY. An introduction to the biology of organisms historically considered plants, including cyanobacteria, photosynthetic Protista (algae), fungi, and members of the plant kingdom. Emphasis is on the ecology, evolution, physiology, morphology, and cell biology of gymnosperms and flowering plants. Open to non-majors as well as majors. **Loats or Mulroy. 4**

112—MOLECULAR BIOLOGY. A study of the living state at the molecular level. Such topics as the basic morphology of cells, the nature of macromolecules, respiration and energetics and permeability theories are considered. The basic nature of genetic information in cells and viruses, its duplication, its role in protein syntheses and molecular control mechanisms are also discussed. Open to all students. Chemistry 121 pre- or co-requisite. **Smith, Klatt, Liebl, or Stukus. 4**

199—INTRODUCTORY TOPICS IN BIOLOGY. A general category used only in the evaluation of transfer credit.

Courses for Non-Majors Only

100—GENERAL BIOLOGY. A course for the non-major designed to emphasize selected basic principles of biology. Topics covered may include cell biology, genetics, reproduction, immunity, diseases, plant biology and physiology, and major human organ systems. Offered every semester.

Staff. 4

Advanced Courses in Group A: Cell and Molecular Biology

216—ADVANCED MICROBIOLOGY. An advanced topics course in microbiology. Subjects considered include bacterial physiology, environmental microbiology, pathogenic microbiology, virology, and immunology. Prerequisite: 215 or consent of the instructor. Group A. Offered Spring semester.

Stukus. 4

225—GENETICS. This course provides a detailed and up-to-date understanding of genetics, an appreciation of how genetics affects our lives everyday from the supermarket to the doctor's office, and a realization of the applications of genetics to virtually every discipline of biology. We focus on three major areas of genetics: (1) Molecular genetics: Thinking about genetics on the DNA level — everything from DNA sequencing to mutagen testing. (2) Mendelian genetics: Thinking about genetics on the gene level - everything from inheritance to recombinational mapping. (3) The application of both molecular and Mendelian genetics to study biological processes: We start by seeing how genetic techniques can be used to dissect almost any biological process and end up answering questions such as: How does genetic disease screening work? How are genes cloned from complex organisms such as mice or even humans? How does gene therapy work? In the laboratory we carry out both molecular experiments and classical genetic experiments. Prerequisite: 112. Group A. Offered Fall semester. **Liebl.4**

302—BIOCHEMISTRY. A study of the chemical and physiochemical properties of living organisms. Concepts will be developed through a study of the physical and chemical properties of biological compounds and integration of various metabolic pathways in an attempt to understand the dynamics of living systems. The laboratory will include the isolation and study of properties of biological compounds. Prerequisites: Chemistry 224 and 226 or 228 and Biology 112. Offered in the fall semester (as Biology 302). Three class periods weekly plus laboratory. **Safety glasses required.** **Sokolik. 4**

341—IMMUNOLOGY. A general course in immunology, with the major emphasis being a description of the cellular immune responses in animals. The basis of immunogenetics and immunochemistry shall be developed. Allergic phenomena, autoimmune diseases, and tumor cytotoxicity will also be discussed. The laboratory portion of the course will involve training in: preparation of anti-sera, and measurements of immune capacity. Prerequisites: 110, 112 Group A. Offered Fall semester. **Klatt. 4**

345—ADVANCED CELL BIOLOGY (CELL SIGNALING). There are two general objectives for the lecture component of this course: (a) we will build on your knowledge of molecular genetics and control of eucaryotic gene expression (knowledge that was first incubated in Biology 112), and (b) we will spend lots of time talking about how the mechanisms of cell signaling control both normal eucaryotic cell differentiation and the development of cancer cells. The lab component will teach you the following laboratory skills: (a) culturing of animal cells, (b) estimation of cell numbers by direct counting and protein assays, (c) Western Blot technique to detect protein products of cells, and (d) the Northern Blot techniques to detect messenger RNA's inside cells. You will get to practice your science communication skills because

you will: (a) present a short seminar on some aspect normal cell differentiation, (b) a short seminar on some aspect of cancer biology, and (c) a poster presentation on some aspect of cancer biology. Prerequisite: 112. Offered Spring semester. **Smith.** 4

Advanced Courses in Group B: Structure and Function

201—HUMAN ANATOMY AND PHYSIOLOGY. A study of human anatomy and physiology, with an emphasis on how human physiology is affected by aging, disease, and medical treatment. Laboratories will be a mix of anatomy, simple experiments (mostly on ourselves), and comparisons with other mammals to point up the common and the unique features of human physiology. Prerequisite: Biology 110. Fulfills Group B (Structure and Function) requirement for majors. Offered Spring Semester. **Thorn.** 4

224—DEVELOPMENTAL BIOLOGY (A). Every multicellular organism begins its life as a single cell. Developmental biology is the study of the progression from this single cell to a complex, multicellular organism. Recently the powerful tools of molecular biology have linked the fields of embryology and genetics to reveal how cells, tissues, organs, and organisms develop. Especially striking is the conservation of molecules and mechanisms that underlie developmental processes in different organisms. This course provides an overview of the major features of early embryonic development in animals, and the mechanisms (molecular mechanism when known) that underlie them. We focus on two major aspects of developmental biology: (1) How is the basic body plan established? How does the basic organization of the embryo arise from the fertilized egg? What are the cellular mechanisms underlying morphogenesis and the appearance of patterned structures in the embryo? (2) How do parts become different in the embryo? We look at major (molecular/genetic) mechanisms that determine which cells acquire which characteristics. Prerequisite: 110, 112. Group B. Offered Spring Semester. **Liebl.** 4

232—PLANT PHYSIOLOGY (P). A study of the functional relationships of the plant body in which water relations, respiration, transpiration, growth and development, photosynthesis, mineral nutrition, and food translocation are emphasized. Prerequisite: 111. Group B. Offered Spring Semester. **Loats.** 4

233—FUNCTIONAL MORPHOLOGY (A). This course will focus on how animals are constructed, and how different phyla have devised similar and different design solutions to life's problems. The course will integrate comparative anatomy, histology, and biomechanics, with some neurobiology thrown into the mix, as well as explore how evolution has "built" different designs. Prerequisite: Biology 110. Group B. Offered alternating Fall semesters. **Thorn.** 4

234—ANIMAL REGULATORY PHYSIOLOGY (A). This is an in-depth study of how animals use membrane biophysics and biochemistry to coordinate responses within and between different organ systems. We'll explore the physiology of the nervous system, muscle, endocrine, cardiovascular, respiratory, and osmoregulatory systems, drawing on a wide variety of animal examples to highlight diverse solutions to common problems. The laboratory will focus on the physiology of nervous, muscular, and endocrine integration, with an opportunity for students to design their own physiology experiment. Prerequisite: Biology 110. Group B. Offered alternating Fall semesters **Thorn.** 4

235—COMPARATIVE ECOPHYSIOLOGY OF ANIMALS. This course will focus upon how animals function in the context of the environments in which different taxa have evolved. Our subjects will span all phyla of animals with an emphasis on non-human vertebrates. We will consider a number of regulatory systems including respiration in aerial and aquatic media, osmoregulation in mesic and xeric environments, and thermoregulation in the arctic and deserts. Related topics will include evolutionary, anatomical, behavioral and, especially, ecological dimensions of animal physiology. Labs will include empirical investigations of physiological systems of animals, integrated at the organismal level, with an emphasis on ecological implications. Prerequisite: 110 Group B. Offered alternating Spring semesters.
Zimmerman. 4

Advanced Courses in Group C: Organismal Diversity

212—HERPETOLOGY (A). An in-depth study of the evolution, anatomy, physiology, behavior and ecology of amphibians and reptiles. Lectures will focus on major conceptual issues in herpetology, with examples drawn from the world's herpetofauna. Laboratories will focus on field identification, natural history, ecology and behavior of species native to the northeastern U.S. Laboratory exercises will make extensive use of the diverse herpetofauna of the Denison University Biological Reserve and surrounding area. Prerequisite: 110 or permission of instruction. Group C. Offered alternating spring semesters.
Zimmerman.4

215—GENERAL MICROBIOLOGY. An introductory course in microbiology emphasizing the general structure, occurrence and types of bacteria, molds and viruses, as well as their cultivation in the laboratory. There is a heavy laboratory emphasis in the course, and many of the laboratories are of an investigative nature, requiring students to design experimental methodology. There are three main laboratory projects. One involves the microbiological characterization of an environment, the second is a group project in an aspect of applied microbiology, and the third is an extensive, semester-length project that involves the isolation of a particular type of microorganism. Prerequisite:112 or consent of the instructor. Group C. Offered Spring Semester **Stukus. 4**

218—ALGAE AND FUNGI (P). A study of the morphology, taxonomy, evolution, ecology, physiology, and development of algae and fungi. Laboratories include collection, identification, culturing, experimentation and study of structure. Prerequisite: 111 or consent of instructor. Group C. Offered Fall Semester **Loats. 4**

220—PLANT SYSTEMATICS (P). In Plant Systematics students learn how flowering plants are classified, named and identified. We cover about 50 plant families in detail including tropical and temperate representatives (mostly using material from living plants), learn how to use floras and keys to identify local species, and learn how to find information about plants in traditional and electronic sources. This course provides important background for students planning to do field work in ecology, plant-animal interactions, natural history, environmental education and related subjects. Prerequisite: 111. Fulfills Advanced Plant and Group C (Organismal Diversity) requirements for majors. **Mulroy. 4**

227—ENTOMOLOGY (A). Introduction to the biology and diversity of terrestrial arthropods with an emphasis on functional morphology, evolutionary ecology and behavior. Laboratory will include field studies of insects at the Denison University Biological Reserve and the preparation of a collection. Prerequisite: 110. Group C. Offered Fall Semester, even years. **Schultz. 4**

Advanced Courses in Group D: Ecology and Evolution

200—ECOLOGY. Ecology is the study of the relationship between organisms and their biotic and abiotic environments. The course addresses theoretical and applied questions central to contemporary ecology through a combination of field and laboratory studies, at the level of the individual, population, community and ecosystem. Because an understanding of biological diversity is so important to this endeavor, a year of organismal biology (ordinarily General Zoology [Biology 110] and Plant Biology [Biology 111]) is pre- or co-requisite. Group D. Offered Fall Semester .

Zimmerman and/or Mulroy. 4

213—VERTEBRATE FIELD BIOLOGY (A). A course in the methods used to study free-ranging vertebrate animals. Lectures will focus on conceptual problems with estimating population size and dynamics, home ranges, territories, feeding behavior, and habitat use. Laboratories will focus on methods used to capture, identify, mark, track, and census vertebrate populations, including the use of radiotelemetry equipment and fluorescent dye markers. The classification and natural history of vertebrates will be included in both lecture and laboratory, with an emphasis on species occurring in the northeastern U.S. Laboratories will make extensive use of the vertebrate fauna of the Denison University Biological Reserve and nearby areas. Prerequisite: 110 or consent of instructor. Group D. Offered alternating Fall semesters. **Zimmerman. 4**

240—ANIMAL BEHAVIOR (A). A study of the proximate and ultimate causes of animal behavior from an evolutionary perspective. Topics include the genetics, ontogeny and neural basis of behavior as well as strategies of habitat choice, foraging, defense, courtship, parental care and sociality. Prerequisite: 110 or consent of instructor. Group D. Offered Fall Semester, odd years . **Schultz. 4**

270— CONSERVATION BIOLOGY. This course will address the biological concepts and methods that are applied to the determination, preservation, and management of biodiversity. Students will learn and practice methods of estimating species diversity and habitat assessment using local habitats and biota. This course will also examine human-induced threats to biodiversity, environmental ethics, and the policies designed to conserve species. Specifically, we will focus on how biological research informs management decisions. Prerequisite: 110, 111. Offered alternating Fall semesters. **Schultz. 4**

280—EVOLUTIONARY BIOLOGY. This course provides a comprehensive survey of evolutionary theory with an emphasis on the processes that drive organismal change. Patterns of evolution will be interpreted in the context of population genetics and natural selection. An emphasis will be placed on integrating all biological disciplines under the paradigm of evolution. Prerequisites: 110, 111, and 112. Group D. Offered Spring Semester, odd years. **Schultz. 4**

Other Advanced Courses

299—INTERMEDIATE TOPICS IN BIOLOGY. A general category used only in the evaluation of transfer credit.

350—MINOR PROBLEMS. A research problem (library or laboratory) of limited scope which provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. Does not count toward minimal departmental requirements. **Staff. 1-2**

355—MODERN TOPICS IN BIOLOGY. Advanced seminars or courses on a special theme in biology. Topics may include: biological ultrastructure, psychobiology of pain, advanced cell and molecular biology, biogeography, tropical ecology or conservation biology. A particular section of this course may satisfy group requirements at the discretion of the department. **Staff. 4**

361-362—DIRECTED STUDY. A research problem (library or laboratory) which provides the opportunity for the qualified student to extend his or her interest beyond the limits of particular course offerings. Does not count toward minimal departmental requirements. **Staff. 3-4**

363-36—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN BIOLOGY. A general category used only in the evaluation of transfer credit.

451-452—SENIOR RESEARCH. For seniors desiring work on an advanced research problem. Approval of student petitions is at the departmental level. Three copies of the research report are presented to the adviser of the project -one for the department files, one for the adviser, and one for the student. The grade is determined by the adviser. In certain cases this course may become individual work for Honors. Does not count toward minimal departmental requirements. **Staff. 4**

461-462— INDIVIDUAL WORK FOR HONORS. Senior reserach which serves as a partial fulfillment for Honors. Does not count toward minimal departmental requirements. **Staff. 4**

Black Studies

Associate Professor John L. Jackson, Director
Associate Professor Toni King, Joint Appointment with Women's Studies

Faculty: Suzanne Condray, Susan Diduk, James Freeman, Desmond Hamlet, John Jackson, Toni King, John Kirby, Linda Krumholz, James Pletcher, Sandra Runzo, Donald Schilling, Bahram Tavakolian, Anita Waters, Stephen Zank.

Guidelines

The Black Studies Program invites students to investigate the Black experience as it manifests itself in Africa, North America, the Caribbean, and in other parts of the African diaspora. While the Program's primary focus is the study of the Black experience in North America, fundamental to this enterprise is a recognition of the triangular relationship between Africa, the Caribbean and the United States.

The Program seeks to serve the general needs of the college by providing course offerings across the full range of academic divisions. At the same time, it is designed to meet the specialized interests of students through an interdisciplinary major and minor.

The Black Studies curriculum is administered by a faculty committee and the director of the Center for Black Studies. This committee reviews and approves the educational plans developed by majors in consultation with the director of

the Center for Black Studies. Students wishing to major or minor in Black Studies should contact the director of the program.

A Major in Black Studies

A Black Studies major requires a minimum of 32 credit hours and the completion of a senior project. The senior project should be designed in consultation with the director of Black Studies. The expectation is that field research or field experience will comprise a significant portion of the senior project. A wide range of field opportunities in local Black communities is available to students through the Center for Black Studies.

There are three core courses in Black Studies, required of a major in the area:
Black Studies 235 — Introduction to Black Studies
English 255 — Ethnic Literature
History 225 — The History of Blacks in America

In addition to the core courses and the senior project, the Black Studies major requires the completion of at least one course in Women's Studies. While any Women's Studies course may be used to fulfill this requirement, students ideally should choose a course that includes a discussion of topics about Black women. Appropriate courses may be selected in consultation with the director of Black Studies.

Other requirements include the completion of one course whose primary subject matter is Africa or the Caribbean. This requirement is designed to encourage students to confront, in a substantial manner, the triangular relationship between the Black experience in Africa, the Caribbean, and North America.

A Minor in Black Studies

The minor in Black Studies requires a minimum of 24 credit hours. Students wishing to be awarded a minor in Black Studies must complete the three core courses (Black Studies 235, English 255, and History 225). Students also are required to complete at least one Women's Studies course. Courses which satisfy this requirement may be selected in consultation with the director of Black Studies.

Additionally, students are required to complete one Black Studies course whose primary subject matter is Africa or the Caribbean, plus a directed study which seeks to correlate Black Studies with some aspect of the student's major field. Although it is not required, students are encouraged to include a field experience component in the directed study. The directed study should be taken in the junior or senior year.

Course Offerings

Black Studies

235—INTRODUCTION TO BLACK STUDIES. An introductory study of the Black experience in America, this course will survey the field by examining in series, the various social institutions that comprise Black American life. Students will be introduced to fundamental contemporary issues in the study of Black religion, politics, economics and the family. Additionally, this course will serve as an introduction to Afrocentricity, "the emerging paradigm in Black Studies," and to the new scholarship on Blacks in America. **Jackson, King. 4**

265-01—BLACK WOMEN AND ORGANIZATIONAL LEADERSHIP. This course examines and analyzes Black women's unique leadership contributions in social, political, private sector and public sector organizations. Particular attention is given to exploring the race, class, and gender dynamics

which shape Black female leadership development as well as their leadership strategies. Commonalities and differences between Black women leaders will be analyzed through the application of humanist, feminist, existentialist and Afrocentric frameworks. **King. 4**

288-01— BLACK WOMEN IN AMERICA. This course examines the experiences of African-American women through interdisciplinary studies. Upon completion of this course, students will be familiar with the major contributions of African-American women to the Women's movement, the Black Civil Rights movement, and to the fields of Black Studies and Women's Studies. This course also introduces students to some major writers in the area of Black Feminist or Womanist theory. **Johnson, King. 4**

362—DIRECTED STUDY. **Staff. 3-4**

385—SENIOR PROJECT. **Staff. 3-6**

Communication

229—RACE, GENDER, AND THE MEDIA. This course examines the historical constructions of gender and race in media portrayals, as well as the sociocultural implications of those constructions. Topics address issues of media access coverage, representation and perspective conveyed in print, broadcast, advertising and film mediums. A goal of the course is to help students become aware of the influence perspective and access play in the construction of ideas and images. **Condray. 4**

Dance

152—BEGINNING JAZZ TECHNIQUE. This course introduces the student to the fundamental aspects of modern contemporary jazz. It serves the student in establishing an awareness of the human body's movement potential and the anatomical importance of correct alignment. As faculty permits, the emphasis may switch to Afro-American contemporary jazz. **Staff. 2**

226—AFRO-AMERICAN DANCE THEATRE. This course will outline and examine, through an academic study of dance, the disruption and suppression of the social and religious life of Blacks in the Caribbean and North America. The ways in which historical factors have shaped the participation of Blacks in the U.S. life, as well as their contributions to the arts in U.S. society, will be studied. **Staff. 2-4**

251—INTERMEDIATE JAZZ TECHNIQUE. This course enhances the theoretical concepts of movement in relation to the contemporary jazz concepts covered in Dance 151. The level of technique and movement concepts covered in this course is designed to foster greater technical facility for the student and places emphasis on the importance of muscular economy in executing movement. Emphasis is also given to the development and refining of jazz combinations. **Staff. 2**

352—ADVANCED JAZZ TECHNIQUE. This course is designed to accommodate advanced dancers who have had previous experience in modern, jazz and/or ethnic dance. Emphasis is placed on enhancing movement dynamics, rhythms and individual expression through various combinations. (Offered only as faculty permits.) **Staff. 2**

English

255—ETHNIC LITERATURE. An introductory study of Black, Hispanic, Native American, and Jewish literature in America, emphasizing the modern period. (Offered both semesters.) **Hamlet, Krumholz. 4**

259—ORAL TRADITION AND FOLK IMAGINATION. An inquiry into the methodology of folklore study and an examination of the folk idiom in the Afro-American and native American experience. **Hamlet, Nichols. 4**

325–AFRICAN-AMERICAN WOMEN'S LITERATURE. This course focuses on the literary, cultural and oral traditions of 20th century African-American women writers. **Krumholz. 4**

355—THE HARLEM RENAISSANCE. Analyzes the interrelationship between the cultural phenomenon of the Harlem Renaissance and the general social, economic, and political conditions of the era, particularly as such conditions helped shape the development and the ultimate consequences of the Renaissance. **Hamlet. 4**

356—THE NARRATIVE OF BLACK AMERICA. A literary study of representative samples of Black literature ranging from slave narratives to contemporary Black fiction. **Runzo. 4**

357—POST COLONIAL LITERATURE & CRITICISM. A survey of the literature of Latin America, South America, Africa, and the Caribbean, organized under the rubric of the "Black Aesthetic" and illustrative of both the particularity and universality of the human condition. **Hamlet. 4**

History

225—A HISTORY OF BLACKS IN AMERICA. A study of the experience of Blacks in America with emphasis on the African heritage, slavery, Civil War and Reconstruction, the policies of discrimination, the shift to urban life, the rise of the ghetto, and the age of protest and change. **Kirby. 4**

235—AN INTRODUCTION TO MODERN AFRICA. A study of major problems and issues in African history with an emphasis on the recent past. **Schilling. 4**

316—TOPICS IN BLACK HISTORY. Analysis of the development of Black American ideologies, institutions, leaders, and culture based around topical themes with an emphasis on the interrelationship of historical and contemporary Black thought and activity in American life. Prerequisite: History 225. **Kirby. 4**

325—A HISTORY OF SOUTHERN AFRICA. In the late 20th century, the people of Southern Africa are searching for solutions to past and present conflicts in order to create a more hopeful future, but the burden of a history marked by domination, exploitation, and conflict, weighs heavily on the present. Can South Africa move beyond apartheid? Can peace and stability replace civil war in Angola and Mozambique? Can the countries of the region work together to achieve a higher level of material well-being for the people? This course will pursue these questions through an historical analysis of the development of South Africa and its neighbors and their interaction, especially in the last two centuries. **Schilling. 4**

Music

112—JAZZ AND OTHER MUSIC OF BLACK AMERICANS. This course will concentrate on jazz but will include other types of music of American Blacks: pre-jazz forms, gospel, rhythm and blues, and "classical" music in the European tradition. The place of the Black musician in American society will be traced from the slave day to the present. **Staff. 4**

Political Science

324—POLITICS OF SUB-SAHARAN AFRICA. This course is intended to introduce the student to politics and development in Africa south of the Sahara. No prior knowledge of Africa is required. The course will use several approaches to the study of comparative politics, including theories of political development, underdevelopment and class analysis, to explore a variety of countries in Africa. The course material will be arranged historically, focusing on case studies as we trace the ebb and flow of politics in Africa over the last half century. **Pletcher. 4**

Psychology

302—BLACK PSYCHOLOGY. The focus will be on the psychology of the Black experience in the United States. Among the topics to be discussed are cultural disadvantage and education, intelligence, genetics, emotional characteristics, perception, ethnic group differences in attitudes and adjustment, Black child care, mixed marriages, Black athletes and employment, and the Black female. In addition to discussion of these areas, the student is expected to select a particular area for special study. Prerequisite: 100. **Freeman. 3**

Religion

228—BLACK RELIGION AND BLACK THEOLOGY. An introductory course in the study of Black religion and Black theology. It is an interdisciplinary examination of the various aspects and expressions of Black religion, including religious sects, the Black Muslims, mutual aid societies, etc., for the purpose of extracting and validating the data and norm of Black theology. The sociological and theological issues surrounding the construction and analysis of the norm for Black theology will be critically discussed. **Jackson. 4**

Sociology/Anthropology

212—RACE AND ETHNICITY—An introduction to the sociocultural analysis of race and ethnic group membership, in its various historical and geographical contexts, especially that of the contemporary United States. The reasons that ethnic group membership has remained an important factor in social life and the conditions under which such membership forms the basis of social and political mobilization are explored. Key concepts including assimilation, neo-Colonialism, pluralism, and racial group formation will be critically evaluated, with some attention drawn to their ideological basis, explanatory power and policy implications. **Waters. 4**

235—COMPARATIVE THERAPEUTIC SYSTEMS. The course considers the sociocultural bases of both Western and non-western medical and psychiatric systems. It focuses especially on different cultural assumptions about the nature and causes of illness and the institutional arrangements for the care of patients. The course will consider a variety of social scientific theoretical perspectives on the relationship between illness, medicine, and society. It will assess the degree to which non-western medical systems may be compatible with and/or of benefit to Western medicine and psychiatry. This course satisfies the Non-Western Studies requirement and has no prerequisites. **Maynard. 4**

320—PEOPLES AND CULTURES OF SUB-SAHARAN AFRICA. An investigation of methodological and theoretical principles in ethnographic research. It analyzes the nature and causes of human cultural diversity in Africa. Prerequisite: 100 or 150 or consent. **Diduk. 4**

336—THE CROSS-CULTURAL STUDY OF ART. The course will explore aesthetic production from a cross-cultural perspective looking predominantly at non- industrial societies. In doing so, it looks at the role of the artist, the public, and artistic production, in cultural contexts as varied as the Walbiri of Australia, the Guro of Ivory Coast, the Ashanti of Ghana and the Balinese of the island of Bali. It considers how societies define the aesthetic in cultural life. Theories proposed by anthropologists and sociologists on the function and significance of art are compared. The role of ritual, conceptions of time, and processes of symbolic construction will be examined. Given anthropology's and sociology's concern with cross-cultural patterns, the latter three weeks of the course will compare art in non-industrial societies with contemporary Western art movements. Prerequisite: 100 or 150. This course satisfies the Non-Western Studies requirement. **Diduk. 4**

346—CULTURE, IDENTITY AND POLITICS IN CARIBBEAN SOCIETY. This course focuses on the social, cultural and political life of the Caribbean area, especially the English- and French- speaking areas. A fragmented group of nations decidedly on the periphery of the global economy, the Caribbean was once one of the richest areas in the world. Its riches then depended on the labor of enslaved Africans; the fruits of the plantation economy were enjoyed mainly by European planters. What is the legacy of such a history? We review the variety of Caribbean polities, from the strong democratic traditions of Jamaica to the autocratic rulers of Haiti and explore how the Caribbean's unique combination of cultural influences affect the political processes, ways of life, class divisions, and ethnic stratification evident in the Caribbean today. **Waters. 4**

Chemistry and Biochemistry

Associate Professor Michael M. Fuson, Chair

Professors Richard R. Doyle, Thomas A. Evans; Associate Professor Michael M. Fuson; Assistant Professors Jordan L. Bennett, Brigitte L. Ramos, Charles W. Sokolik

Departmental Guidelines

The chemistry and biochemistry curriculum provides courses which are designed to enable students — as contributing professionals and engaged citizens — to deal effectively with a world increasingly dominated by the ideas and methods of modern science. Majors are qualified for immediate employment in industry. However, many elect to attend graduate school in chemistry, biochemistry, or related areas, or enter schools of medicine, dentistry, or engineering. The department is approved by the Committee on Professional Training of the American Chemical Society to offer a Certificate of Professional Training in Chemistry to students who satisfy certain requirements beyond a B.S. in chemistry.

Majors are encouraged to participate in the various on-going research projects in the department. Non-majors have access to the department's resources as they are required for their projects. Additional research opportunities are available in the department during the summer and as part of the Oak Ridge Science Semester described elsewhere in this catalog. Various combinations of chemistry courses are needed to meet the requirements for teaching certification in chemistry at the secondary school level. Consult the Department of Education early in the First-Year.

Approved safety goggles are required in all laboratory courses. The general policy regarding safety glasses is explained in detail on page 196 of this catalog.

A policy of *breakage fees* governs equipment use in *all* laboratory courses. This policy is described earlier in this catalog.

Major in Chemistry

The department provides two routes to the bachelor's degree: a Bachelor of Science program for students wishing an intensive study of chemistry in preparation for professional careers or graduate work; and a Bachelor of Arts program for students intending to pursue fields such as dentistry, medicine, secondary school teaching or other areas requiring a strong chemistry background. Earning a B.A. degree does not preclude a professional scientific career, although an additional year of undergraduate study may be required for admission to some graduate programs.

All majors must complete Chem. 121-122; 223-224; 225-228; 231; 372-472; and also Math. Sci. 123-124 and Phys. 121-122. In addition, B.A. majors must complete either Chem. 341 or 342; and one additional course from among Chem. 302, 341, 342, 401, 402, 417, and 431. A student electing to receive a B.S. degree must complete Chem. 341, 342, 417 and one additional course from among Chem. 302, 401, 402, and 431 or at least one semester of laboratory research taken either as

Chem. 361 or 362, Chem. 451 or 452, or Chem. 461 or 462 in addition to the requirements for the B.A. A B.S. major who takes Chem. 431 as part of the degree requirements will be certified to the American Chemical Society.

Major in Biochemistry

The department also offers a Bachelor of Science degree in biochemistry. This is a rigorous course of study which will provide the student with a strong background for professional schools (medical, dental, pharmacology, veterinary) as well as graduate schools in biochemistry and related fields.

A student may graduate with a B.S. degree in biochemistry on fulfillment of G.E. requirements and the successful completion of the following courses: Chem. 121-122; 223-224; 225-228; 231; 302; 341 or 342; 372-472; 401. In addition, students must complete Biol. 110 or 111; 112; 215; Math 123-124; Physics 121-122; and choose two additional semesters of science courses. At least one of the two elected science courses must be from the following: Biol. 216; 218; 224; 225; 232; 234; 341; 355; the second elected science course may be another course selected from the above list of biology courses, or selected from the following list of chemistry courses: 341; 342; 402; 417; 431.

Major in Chemistry (Environmental Studies Minor)

See Environmental Studies Minor, page 82.

Minor in Chemistry

The department requires 20 semester hours of work in chemistry for the completion of a minor in chemistry: Chem. 121-122, Chem. 223-224 and the associated laboratory work, and one additional semester of course work at the 200 level or above would satisfy this requirement.

Course Offerings

110— CHEMISTRY IN MODERN SOCIETY. This course is intended for students who are not majoring in the sciences or who need further preparation before entering General Chemistry. It consists of an introductory treatment of the fundamental ideas of chemistry such as periodic properties of atoms, molecular structure and chemical reactivity. These ideas are then applied to examination of topics of current interest such as the environmental chemistry of air, water and pollution, and the health related chemistry of food, drugs and radiation. This course satisfies the G.E. science requirement. Three class periods and one laboratory weekly. **Safety goggles required.** **Staff. 4**

121-122—GENERAL CHEMISTRY. An introductory study of basic chemical topics include: fundamental language and nomenclature; stoichiometry; chemical bonding; molecular geometry; periodicity of chemical properties; comparison of states of matter; acid-base chemistry and an introduction to chemical equilibrium, kinetics, thermodynamics, and electrochemistry. Continued attention will be given to properties and reactions of biologically and industrially important substances. Laboratory experiments are designed to introduce quantitative and/or synthetic techniques and are selected to illustrate and reinforce material discussed in lecture and recitation. Prerequisite: high school chemistry or 110. Three class periods and one laboratory period weekly.
Safety goggles required. **Staff. 4**

199—INTRODUCTORY TOPICS IN CHEMISTRY. A general category used only in the evaluation of transfer credit.

212—ENVIRONMENTAL CHEMISTRY. A study of the chemistry of the atmosphere, natural water, and soils with a special focus on acid precipitation, greenhouse gases, ozone depletion, urban and indoor air pollution, water and soil pollution, solid and hazardous waste disposal and risk assessment. Prerequisites 121-122. Three class periods and one laboratory weekly. This course can be used to satisfy minor in chemistry. **Safety glasses required.** (Not offered in 1998-99.) **Ramos. 4**

223-224—ORGANIC CHEMISTRY. A study of the aliphatic, aromatic, and heterocyclic compounds of carbon. The reaction chemistry and stereochemistry of most of the principal classes of organic compounds are emphasized, specifically syntheses, reaction mechanisms, theoretical concepts, and the spectroscopic analysis of compounds. Increasingly, work in the second semester deals with biologically important examples. A laboratory course, (listed below) as appropriate, must accompany enrollment. Prerequisites: for 223, 122; for 224, 223. Four class periods weekly. **Evans, Doyle. 3**

225-226—ORGANIC CHEMISTRY LABORATORY. Techniques of organic laboratory practice taken concurrently with 223 and 224, respectively. Experiments are selected to demonstrate the preparation, behavior and characterization of typical organic compounds, and to introduce the techniques of organic qualitative analysis. The laboratory provides an experimental basis for illustrating aspects of the chemistry discussed in 223-224. One laboratory period weekly. **Safety goggles required.** **Evans, Doyle. 1**

228—ORGANIC CHEMISTRY LABORATORY. Laboratory work in organic chemistry similar to that offered in 226, but taken concurrently with 224 by those students planning to major in chemistry or biochemistry. Two laboratory periods weekly. **Safety goggles required.** **Evans, Doyle. 2**

231—ANALYTICAL CHEMISTRY. A course of quantitative analytical chemistry based on principles of chemical equilibrium, kinetics, and thermodynamics. The laboratory includes exposure to a range of solution methods along with spectroscopic, chromatographic, and electrochemical techniques for analysis. Offered fall semester only. Four class periods and one laboratory period weekly. Safety glasses required. Prerequisite: 122. **Ramos. 4**

299—INTERMEDIATE TOPICS IN CHEMISTRY. A general category used only in the evaluation of transfer credit.

302—BIOCHEMISTRY. A study of the chemical and physiochemical properties of living organisms. Concepts will be developed through a study of the physical and chemical properties of biological compounds and integration of various metabolic pathways in an attempt to understand the dynamics of living systems. The laboratory will include the isolation and study of properties of biological compounds. Prerequisites: 224 and 226 or 228 and Biology 112. Offered in the fall semester (as Biology 302). Three class periods weekly plus laboratory. **Safety glasses required.** **Sokolik, Doyle. 4**

341—THERMODYNAMICS AND KINETICS. An examination of the physical properties of chemical systems from both macroscopic and microscopic points of view. Topics include: gas laws and the kinetic molecular theory; thermodynamics and thermochemistry; equilibria and chemical kinetics. Prerequisites: Chemistry 122, Math 123, Physics 122. Four class periods and one laboratory period weekly. **Safety glasses required.** **Fuson. 4**

342—QUANTUM CHEMISTRY AND SPECTROSCOPY. An examination of the structures and energies of molecules. Topics include: structure and bonding from a quantum mechanical point of view; symmetry; and an introduction to spectroscopy and statistical mechanics. Three class periods and one laboratory period weekly. Prerequisites: Chemistry 122, Math 123, Physics 122. **Safety glasses required.** **Fuson. 4**

361-362—DIRECTED STUDY. Laboratory (or library) research, in consultation with a member of the chemistry faculty. Offered to juniors and seniors. Prerequisites: 224 plus 342 or consent. Hours arranged. **Safety glasses required.** **Staff. 3**

399—ADVANCED TOPICS IN CHEMISTRY. A general category used only in the evaluation of transfer credit.

401—ADVANCED BIOCHEMISTRY. A seminar covering selected topics in current biochemical research. Topics will include modern DNA technologies and the theory on which they are based, protein – DNA and drug-DNA interactions, metabolic pathways and their controls, enzyme mechanisms and computer data bases, such as GenBank, EMBL and the Brookhaven Protein Data Bank, and their use in biochemical research. Laboratory work will include modern biochemistry instrumentation and techniques, such as HPLC, UV/vis spectroscopy, protein and DNA electrophoresis, and computer analysis of DNA and protein structures. A required course for the B.S. in biochemistry. Prerequisite: Chemistry/Biology 302. (Offered in the spring semester only.) Three class periods and one laboratory weekly. **Safety glasses required.** **Sokolik. 4**

402—ADVANCED ORGANIC CHEMISTRY. A study of synthetic strategy and certain theoretical aspects of organic chemistry using specially selected examples. The latter include some of the more complex compounds of the aliphatic, aromatic, and heterocyclic series, including compounds of biological significance. Prerequisites: 224 and 226 or 228. Three class periods and one laboratory period weekly. **Safety glasses required.** Not offered 1999-2000. **Doyle, Evans. 4**

417—INORGANIC CHEMISTRY. A study of inorganic chemistry well beyond that encountered in 122. Topics treated include: chemical bonding; theory, structure and reactivity of coordination complexes; acid-base concepts; organometallic chemistry and bioinorganic chemistry. Prerequisites: 224 and 342. Three class periods and one laboratory period weekly. **Safety glasses required.** **Bennett. 4**

431—INSTRUMENTAL ANALYSIS. An examination of modern instruments used in absorption spectroscopy, electrochemistry, and chromatography. Emphasis is on instrumental use as well as underlying theory. Selected aspects of electronics are also discussed. Examples and problems are drawn from the current chemical literature. Prerequisite: 231. Three class periods and one laboratory period weekly. Offered in spring semester only. **Safety glasses required.** **Ramos. 4**

451-452—SENIOR RESEARCH. Laboratory research for qualified seniors working under faculty supervision. Students who wish to qualify for graduation with honors must first enroll in these courses. Prerequisite: staff approval. Hours arranged. **Safety glasses required.** **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. Laboratory research for qualified seniors working under faculty supervision. A thesis is required. Registration is effected only by petitioning the Academic Affairs Council for permission to "convert" an initial registration in 451-452 to a registration in 461-462. Prerequisite: Staff approval. Hours arranged. **Safety glasses required.** **Staff. 4**

372/472—CHEMISTRY SEMINAR. A seminar program for the discussion of new developments in chemistry. Student written and oral presentations are based on extensive use of the chemical literature. Required of all departmental majors. Two semesters required. Offered in spring semester only. Prerequisite: junior/senior standing or consent. **Staff. 1**

Classical Studies

Associate Professor Timothy P. Hofmeister, Chair

Associate Professors Garrett Jacobsen, Timothy P. Hofmeister

Guidelines

By definition, a liberal arts education stresses the importance of coming to terms with those elements central to the development of a free human spirit. Classical Studies affords the opportunity for students to undertake thoughtful study and reflection about issues central to this quest.

In its broadest sense, Classics is the study of the ancient languages, literatures, and cultures of the area surrounding the Mediterranean basin from approximately 2000 B.C. to 500 A.D. It embraces three civilizations — the Minoan-Mycenaean, the Greek and the Roman; two languages — Greek and Latin; and a geographical area including Europe, North Africa, and the Middle East.

In its very essence, study in the Classics is primarily cross-disciplinary and humanistic. It concentrates on the aspects of human achievement which have served as the foundations of western civilization. These inquiries encourage breadth rather than specialization insofar as a student reading Classics should acquire familiarity with classical antiquity through the study of history, literature, philosophy, religion, art, and architecture. Throughout these studies, an attitude about and an appreciation for criticism and interpretation are fostered.

The study of Classics provides the opportunity for the student to realize various objectives: the acquisition of a competence in the classical languages; the development of an appreciation, a comprehension, and an enjoyment of classical literatures; and an understanding of the history and culture of the ancient world. Classics assists in making available the great literature of the world and places emphasis on aspects of the Greek and Roman genius, the forms of literature created and perpetuated, and the permanent contribution to the study of human nature and well-being so necessary for a liberally educated person.

In many ways, the Greeks and Romans faced virtually every issue which confronts contemporary human beings. Since we have in their civilizations the completed record of their failures and successes, in a true sense, the Classics serve as the nucleus of a liberal arts education.

Majors in Classical Studies

Classical Studies offers two majors: Latin and Classical Civilization.

The major in Latin provides an opportunity to learn the language and study the literature of the ancient Romans. Within an historical framework, the curriculum covers the most important literary genres and authors, illustrating a wide range of idiom, style, and subject matter; the curriculum is designed specifically to enhance the knowledge of students interested in history and literature, while ensuring the competency of prospective teachers of Latin.

The major in Civilization provides an opportunity to study the history and culture of ancient Greece and Rome. By examining the social identity, political evolution, and intellectual development of classical civilization, the student derives an essential understanding of the historical and cultural foundation of contemporary western society. The curriculum is designed to present a broad perspective of classical antiquity and to answer the question of what it meant to be a Greek or a Roman; it offers a valuable complement or preparation for work in law, government, modern languages, literature, education, philosophy, religion, history, and the arts.

Requirements for Majors and Minors

Latin. The major in Latin requires the completion of Greek 111-112, CLCV 212; five courses in Latin beyond Latin 211; an additional CLCV course; and the Senior Conference. The minor in Latin requires three courses beyond Latin 211 and either CLCV 202 or CLCV 212.

Classical Civilization. The major in Classical Civilization normally requires the completion of four CLCV courses; Latin 111-112 or Greek 111-112; a "related" course from Political Science, Religion, Philosophy, or Art; two electives chosen with the consent of the adviser from Latin, Greek, CLCV, First-Year Seminars or

Honors, "related" courses, or "heritage" courses; and the Senior Conference. The minor in Classical Civilization requires the completion of four CLCV courses and two electives chosen with the consent of the adviser.

The Senior Conference is required of majors in Latin and in Classical Civilization. It is taken in conjunction with a course required for the major and will be structured as a series of joint conferences throughout the semester between the student, the instructor of the required course, and a member of the Classical Studies staff. It is expected that students will write a major paper as part of this activity. Students will receive one hour of credit for this activity, which must be taken during the senior year. Senior Research may be substituted for the Senior Conference.

Course Offerings

Latin

LATIN 111—ELEMENTARY LATIN. An introduction to the fundamental morphology and syntax of Latin. Exercises in grammar and translation are based primarily upon quotations from Latin literature. No prerequisite.(Fall) **Jacobsen. 4**

LATIN 112—INTERMEDIATE LATIN. An introduction to advanced grammar and the idiomatic language of Latin. Emphasis is given to the development of translation skills by reading extended passages of Latin prose and poetry. Prerequisite: Latin 111 or placement examination. (Spring) **Jacobsen. 4**

LATIN 211—LATIN PROSE WRITERS. Readings from ancient and medieval Latin. Selections range from Cicero's philosophical works to the Gesta Romanorum and some attention is given to the literature's relationship to cultural milieu. Prerequisite: Latin 112 or placement examination. (Fall) **Jacobsen. 4**

Latin 211 or permission of the staff is prerequisite for the following:

LATIN 301—ROMAN RHETORIC. Selections from the orations and rhetorical treatises of Cicero. Consideration is given to the influence of rhetoric in politics and education. (Spring, 1999) **Hofmeister. 4**

LATIN 302—ROMAN COMEDY. Selected works of the comic playwrights Plautus and Terence. Colloquial Latin, the definition of humor, and the influences of Greek comedy are important topics. (Fall, 1998) **Jacobsen. 4**

LATIN 311—ROMAN HISTORIOGRAPHY. Selections from the works of major Roman historians: Sallust, Livy, and Tacitus. Emphasis will be given to the work of one author in matters of style, content, and bias. (Fall, 1999) **Hofmeister. 4**

LATIN 312—LATIN LYRIC AND ELEGY. Selections from the *Odes* of Horace, the elegies of Propertius, and Ovid's *Amores*. Attention is directed to poetry as a vehicle of personal expression and social commentary. (Spring, 2000) **Jacobsen. 4**

LATIN 322—LATIN EPIC. The epic genre as defined by Roman poets. A typical focus is Vergil's Aeneid with some comparative analysis of epics written by Lucretius, Ovid, and Lucan. (Fall, 2000) **Jacobsen. 4**

LATIN 331—SILVER AGE LATIN. PROSE readings from the Satyricon of Petronius and the letters of Seneca and Pliny the Younger. Consideration is given to the literary expression of the changing mores and perspectives of imperial Roman society. (Spring, 2001) **Hofmeister. 4**

LATIN 332—SILVER AGE LATIN. POETRY selections from the epigrams of Martial and the Satires of Juvenal. Consideration centers on poetry as an instrument for social criticism and personal invective. (Fall, 2001) **Jacobsen. 4**

361-362—DIRECTED STUDY. **Staff. 3-4**

441-442—SENIOR CONFERENCE. **Staff. 1**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Greek

GREEK 111—ELEMENTARY GREEK. An introduction to the fundamental morphology and syntax of ancient Greek. Exercises in grammar and translation are based primarily upon quotations from Greek literature and the New Testament. No prerequisites. (Fall) **Hofmeister. 4**

GREEK 112—INTERMEDIATE GREEK. Advanced study of ancient Greek grammar and language. Emphasis is given to the development of translation skills by reading extended passages of Greek. Prerequisite: Greek 111 or placement examination. (Spring) **Hofmeister. 4**

GREEK 361-362—DIRECTED STUDIES. **Staff. 3-4**

Classical Civilization

FIRST-YEAR STUDIES 107— CLASSICAL CULTURE. For entering students, this is a study of classical antiquity and its influence on modern western civilization. Intellectual, social and political issues will be examined primarily through the study of history and literature. Focal points will include: multiculturalism, the role of women in antiquity, urban development, myth and religion, the individual and society. **Hofmeister.4**

CLCV 201—ANCIENT GREECE: HISTORY AND CIVILIZATION. A survey of ancient Greek culture and history from Minoan-Mycenaean civilization through the ascendancy of Athens to the conquests of Alexander the Great. Attention is given to the social, political, and cultural influences of Greek civilization on Western society. (Fall, 1998.) **Hofmeister. 4**

CLCV 202—ANCIENT ROME: HISTORY AND CIVILIZATION. A survey of Roman civilization from the Etruscan kings through the Republic expanding beyond Italy to an Empire dominating Europe and the Mediterranean world. Of primary consideration is the force of the Roman character on the structure and perspectives of western civilization. (Fall, 1999.) **Jacobsen. 4**

CLCV 211—GREEK LITERATURE AND ANCIENT SOCIETY. A survey of ancient Greek literature from the Homeric epic to the orations of Demosthenes, covering the areas of poetry, drama, historiography, philosophy, and rhetoric. The contexts and concepts of classical literature and society are emphasized. All readings in English. (Fall. 1999.) **Hofmeister. 4**

CLCV 212—LATIN LITERATURE AND ANCIENT SOCIETY. A survey of Latin literature from the comedy of Plautus to the satire of Juvenal, covering the areas of poetry, drama, historiography, philosophy, and rhetoric. The contexts and concepts of classical literature and society are emphasized. All readings are in English. (Fall, 1998.) **Jacobsen. 4**

CLCV 221—CLASSICAL MYTHOLOGY. The study of the myths of the ancient world. The oral and literary tradition of mythology, ancient conceptualizations of god and universe, modern theory and interpretation of myth are important topics. (Spring) **Jacobsen. 4**

CLCV 230—LOCA ANTIQUA: RESEARCH. This is a directed study on a subject chosen by the student which culminates in a research paper specifically related to the topic of CLCV 231. It is only offered in the spring semester, and it is a prerequisite for CLCV 231. (Spring, 1999) **Jacobsen. 1**

CLCV 231—LOCA ANTIQUA: ON SITE. An in-depth study of a particular individual, place, aspect, or era of classical antiquity. This course involves on-site travel and study in Europe and the Mediterranean from mid-May to early June. Topics and sites will vary from year to year. "Gods and Heroes" (Greece), "The Eternal City" (Italy), "The Legacy of Rome" (Britain-France-Germany) are examples. Additional fees will be charged for travel, accommodations, program costs, and academic credits. Prerequisite: CLCV 230 or consent. (Spring, 1999) **Jacobsen. 3**

CLCV 331—TOPICS IN ANCIENT HISTORY. An in-depth study of a particular aspect or era of ancient history including political, economic, and social themes. (Spring) **Staff. 4**

CLCV 341—TOPICS IN ANCIENT LITERATURE. An examination of a particular genre or theme in ancient literature. (Spring) **Staff. 4**

CLCV 361-362—DIRECTED STUDIES. **Staff. 3-4**

CLCV 441-442—SENIOR CONFERENCE. **Staff. 1**

CLCV 451-452—SENIOR RESEARCH. **Staff. 4**

CLCV 461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Communication

Associate Professor Laurel Kennedy, Chair

Associate Professors Victoria Chen, Suzanne E. Condray, Laurel Kennedy; Assistant Professor Kevin Hoyes, Lisbeth Lipari; Instructors Kevin Brown and Charles Morris

Departmental Guidelines

Courses in the Department of Communication examine the process by which meanings are developed, shaped, and shared in interpersonal, speaker-audience and mass media contexts. In the classroom, faculty and students study the characteristics of messages that affect the ways people perceive them, assign meaning to them, and respond to them in different circumstances.

Courses in the department present opportunities for students who wish to gain a deeper insight into the communication process or who are considering careers in teaching, law, journalism, radio or television broadcasting, public relations, communication management, government, business, sales or marketing, the ministry or counseling.

Communication Major

A student majoring in Communication must complete a minimum of 36 semester hours of credit in the department. All majors must take Communication 100 and 200 by the end of their sophomore year. In addition to completing these core requirements, students must complete 8 credit hours of 200 level coursework, 8 credit hours of 300 level coursework, a 4 credit 400 level seminar and 8 credit hours of electives from the curriculum.

Communication Minor

A student minoring in Communication must complete a minimum of 24 semester hours of credit in the department. All minors must take Communication 100 and 200 by the end of their sophomore year. In addition to completing these core requirements, students must complete 4 credit hours of 200 level coursework, 4 credit hours of 300 level coursework, a 4 credit 400 level seminar and 4 credit hours of elective.

Course Offerings

100—COMMUNICATION IN SOCIAL INTERACTION. This course introduces students to selected theoretical perspectives and vocabularies for understanding human communication. Topics include social construction of reality, history of communication, orality and literacy, communication and technology, language, and semiotics. First-Year or sophomore standing or consent. Required of all majors and minors. **Chen. 4**

101—PUBLIC SPEAKING. A discussion-recitation approach to the oral communication of ideas. Students deliver informative and persuasive speeches that are individually reviewed. The course is intended to assist students in becoming more effective communicators. regardless of their major. Offered both semesters. **Morris. 4**

147—MEDIA LITERACY. While most of us are proficient consumers of visual electronic media - we have the speed of symbol-recognition and comprehension skills to be adept "readers" - few of us have been taught to bring to that reading the critical skills we learn in the study of literature, music or art. We rarely question how the historical, political or social position of the "author" or the technical production environment determine the nature of the finished product. In this course we examine the rhetoric of television images and study the codes used, in order to understand how the images reflect the manufacturing process of which they are a product and to reflect on how the construction process limits the "reality" which television presents. First-year students only or consent. **Lipari. 4**

199—INTRODUCTORY TOPICS IN COMMUNICATION. A general category used only in the evaluation of transfer credit.

200—RESEARCH IN COMMUNICATION. The purpose of this course is to expose students to major research methods used in the communication discipline. The course will sensitize students to issues in the field, familiarize students with types of research methods used in the discipline and enable students to formulate research questions, and design appropriate studies to answer those questions. In addition, the course will facilitate students' ability to understand the logic and process of research and to engage in critical analyses of reports and studies published in communication journals. First-year or sophomore standing or consent. Required of majors/minors. **Hoyes. 4**

221—SMALL GROUP COMMUNICATION. This course studies the communication process in the task oriented discussion group. Topics to be considered include group culture, methods of decision making, nonverbal elements in the communication process, the role structure of the group, group leadership, and others. Students will seek to apply fundamental principles in a series of small-group projects. **Brown. 4**

222—ARGUMENTATION AND DEBATE: CONTEMPORARY SOCIAL ISSUES. The goal of this course is to teach students the theory and practice of socially responsible argument and argumentation. Students will consider the role played by argument in human affairs while developing the critical skills necessary for the creation, presentation and evaluation of arguments. **Morris. 4**

223—PERSUASION. An introduction to the theory and practice of persuasion and an appraisal of its influences upon modern society. Students will prepare and deliver original persuasive speeches. **Morris. 4**

224—THE PATTERNS THAT CONNECT. This course provides students with an interpretive and critical perspective for investigating the process of our making social worlds. Students will use the theory of coordinated management of meaning (CMM) to analyze interactional patterns of

communication in personal and cultural mythology, in family communication, and in college students' culture. **Chen. 4**

225—RADIO AND TELEVISION IN AMERICA. The communication industry is undergoing dramatic change as new technologies and shifting attitudes toward regulation alter relationships within the industry, rechannel audience viewing and redirect revenues. These changes have sparked debate about whether the media serve us better when conceived of as a public trust or as private enterprise. This question guides our examination of the development of American media, their component parts, and their regulation by both the government and the market. **Kennedy. 4**

226—THE SOCIAL IMPACT OF MASS MEDIA. The major goal of this course is to explore various theoretical frameworks and specific theories which characterize and interpret mass media roles, functions and effects in modern society and in the lives of individuals. Topics included are: socialization of children, violence and aggression, political communication, diffusion of innovation, sexist and racist stereotyping, and the impact of the future modes of mass communication. **Hoyes. 4**

229—GENDER, RACE AND THE MEDIA. This course examines the historical constructions of gender and race in media portrayals, as well as the sociocultural implications of those constructions. Topics include media access, coverage, representation and perspective as conveyed in print, broadcast, advertising and film mediums. A goal of the course is to help students become aware of the influence that perspective and access play in the construction of ideas and images. **Condray. 4**

230—PUBLIC RELATIONS. An introduction to the theories, methods, and practice of public relations, examining the efforts of institutions to influence and maintain favorable opinion both within and outside of their organizations. The course will include case studies in industrial and political public relations efforts, and exercises in public relations activities and crisis communication. Prerequisite: Comm 223 or consent. **Brown. 4**

299—INTERMEDIATE TOPICS IN COMMUNICATION. A general category used only in the evaluation of transfer credit.

301—MEDIA PROGRAMMING AND ECONOMICS. This course examines the economic influences on media content, the decision-making processes that influence the production of programming, and the influence of new technologies on programming. Prerequisite: Comm 225 or consent. **Kennedy. 4**

305—COMPARATIVE MEDIA SYSTEMS. This course examines media systems in developed and developing nations. It explores the organizational nature of the media system and its relationship to a nation's social, political, and economic structures. **Kennedy. 4**

306—ORGANIZATIONAL COMMUNICATION. A study of the communication process in organizational settings, including an examination of contrasting theories of organization, the role of communication in different types of organizational structures, the impact of organizational culture, and the nature of communication on different levels within the organization. **Brown. 4**

308—NEWSWRITING. The course focuses on newswriting for print, radio, and television. In addition to examining message production for various media, students will learn basic investigative reporting and writing skills. **Lipari, Condray. 4**

309—SCRIPTWRITING. A course introducing techniques of non-fiction and fictional writing for video. Assignments and course materials examine research, narration, characterization, dialogue, plot development, script design and other aspects of writing for informational, dramatic and comedic programming. **Condray. 4**

311—COMMUNICATION ETHICS. This course explores the range of ethical issues which face professionals working in communication and introduces methods of approaching and resolving such issues. To that end it employs a combination of lectures, discussion sessions and the use of case studies. Its focus is on case studies and the effects of decision-making on the broad range of constituencies of communication practitioners. **Staff. 4**

315—SPECIAL TOPICS IN COMMUNICATION. These classes focus intensively upon a particular aspect of communication. May be taken more than once for elective credit as an upper division course. Examples of recent topics include: Narrative Communication, and Critical Approaches to the Production of Music. **Staff. 4**

328—COMMUNICATION LAW. Communication Law examines the constitutional and statutory principles associated with the First Amendment issues of free speech and free press. The course examines legal decisions, governmental regulatory doctrines, and self-regulatory practices which inform First Amendment law. Particular topics discussed include censorship, obscenity and pornography, libel law, privacy, governmental secrecy, regulation of broadcasting and advertising, and issues of free press/ fair trial. **Condray. 4**

335—COMMUNICATION AND THE HUMAN CONDITION. This course employes a systemic perspective for exploring the relation between various forms of communication and ways of experiencing life. Students will use a practical theory to make connections between incommensurate social experiences and moral conflicts, to address the tensions rising from them, and to create a public forum to discuss difficult social issues. **Chen. 4**

348—MASS MEDIA AND AMERICAN FOREIGN POLICY. This course explores the nature and the extent of interaction between the mass media and the processes of foreign policy formulation and conduct in the United States. The media-policy link is examined with particular attention to the emerging features of the international system, the increasing importance of global media and public opinion, the globalization of policy issues and the expansion of press, polling and communication staffs in government agencies. **Staff. 4**

400—SEMINARS: CURRENT TOPICS IN COMMUNICATION.

400-1—News Criticism. This seminar examines processes of news production and uses of news products by media consumers. It conceptualizes news as a construction of social realities and concentrates on the questions of what constitutes news, what constraints mediate its production, and how the news consumers' needs play a role in determining different usage patterns and effects of news products. **Lipari. 4**

400-3—Culture and Communication. This seminar takes a historical and critical approach to understand the role communicaiton plays in creating various cultural experiences. Major theories on culture and race are examined. Topics include: How can we best understand and study the construct "culture?" What does "American culture" mean within a pluralistic and diverse society? How are different cultural voices created, heard or erased? How is "America" constructed from international scholars' perspectives? **Chen. 4**

400-4—Mass Media and the Presidency. This seminar examines the relationship between the mass media and the American presidency. It focuses on the historical development of the relationship, the role of the press and press secretary's office in White House coverage, the influence of presidential press coverage on public perception of the presidency, and the influence of the media on presidential election campaigns. **Condray. 4**

400-6—Advocating Reform: Communication in Social Movements. The seminar examines the use of traditional and non-traditional forms of communication, including speeches, mass-mediated messages, slogans, demonstrations, and other forms of social protest, that have been used in the social movements of the 19th and 20th centuries. Through this approach, the course seeks to explore the role of persuasion in social movements and the forms of mass persuasion adopted by various groups in advocating reform. **Morris. 4**

400-7—Conflict and Negotiation. A study of how the use of communication during the process of social interaction creates and resolves conflict. The course will explore theories relating to the nature of conflict, strategic negotiation models, issues revolving around third party intervention, and other topics related to the current research in conflict and communication theory. **Brown.4**

400-8—Critical Methods in Communication. This course is designed to acquaint students with criticism as a method for answering research questions in communication. Students will be provided with opportunities to apply rhetorical/critical methods in the writing of essays analyzing various kinds of persuasive texts — both discursive and non-discursive. Public communication via public speaking,

broadcast, film, and print media as well as art, architecture and music will be among the texts examined over the course of the term. **Morris. 4**

400-9—International Communication: Politics and Policy. This seminar examines the nature of information flows between nations, the issues raised by such communication, and the institutions involved and patterns evident in the resolution of policy differences. The course surveys the transfer of news and entertainment programming as well as financial, trade and other data across borders, and suggests a range of issues raised, such as the uses of information in foreign policy, the extension of cultural imperialism, corporate invasion of privacy, and incursions upon sovereignty and national security. In examining the resolution of such issues, the course analyzes how nations' power is distributed and utilized in international fora. **Kennedy. 4**

361-362—DIRECTED STUDY. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3-4**

399—ADVANCED TOPICS IN COMMUNICATION. A general category used only in the evaluation of transfer credit.

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Computer Science

Associate Professor Joan Krone, Chair

Professor Todd H. Feil; Associate Professor Joan Krone; Instructor Jessen Havill

Program Guidelines

The Computer Science program aims to produce students who are well grounded in the theoretical aspects of computer science, are proficient programmers and have an understanding of the design and architecture of computers. Emphasis is given at all levels of the program to algorithm design and analysis. Many upper level courses involve large programming projects.

Students interested in Computer Science should take 171 followed by 173 by the end of the sophomore year, but preferably by the end of their first year. B.S. candidates should also take Math 123-124, preferably during the first year.

The Anderson Foundation and DURF support qualified students to carry out summer research. For off-campus research opportunities in Computer Science see the Oak Ridge Science Semester listed elsewhere in this catalog.

Students interested in taking only one or two courses in Computer Science should choose 101 or 171.

Requirements for Degrees in Computer Science

The core program in Computer Science consists of 171, 173, 271, 272, 371, 372, 334 and 384. All Computer Science majors must complete this sequence of courses.

The minimum requirements for a B.A. degree in Computer Science are the core plus two courses from 352, 356, 373, 374, 377, 402, and 403.

The minimum requirements for a B.S. degree are the core, Math 123 and 124 and three courses from the list 352, 356, 373, 374, 377, 402, 403 and Math 331 and 341.

The Minor

A minor in computer science consists of 171, 173, 271, 272, 371, and 384.

Additional Guidelines

The Computer Science faculty strongly recommends that B.A. candidates also take Math 123, 124 and 231, in addition to the required courses. It is also recommended that a B.A. candidate in Computer Science consider a second major or a strong minor. Students who intend to pursue graduate study in Computer Science should take a B.S. major.

Course Offerings

101—INTRODUCTION TO COMPUTING TECHNOLOGY. A study of topics in computer technology including hardware, number systems, operating systems, security, ethics and networks. Students learn to use database managers, spreadsheets, internet search mechanisms and other current application software. The course includes in-class lab work and requires no previous computer experience. Not open to students who have taken CS171. **Staff. 4**

119—SEMINAR IN PROGRAMMING PROBLEMS. Students meet weekly to solve a challenging programming problem. Strategies for solving problems will be discussed. Offered fall semester. **Staff. 1**

171—INTRODUCTION TO COMPUTER SCIENCE - PART 1. A one-semester introduction to computer programming, including emphasis on designing algorithms and implementing those algorithms using a computer language. Students will also learn some elementary concepts about computer hardware and operating systems. **Staff. 4**

173—INTRODUCTION TO COMPUTER SCIENCE - PART 2. A study of mathematics important to computer science, including number theory, boolean algebra, induction, recursion, sets, relations, and functions. Students apply these math concepts in writing programs. They learn new programming concepts including dynamic variables and modularization. **Staff. 4**

199—INTRODUCTORY TOPICS IN MATHEMATICAL SCIENCE. A general category used only in the evaluation of transfer credit.

200-TOPICS IN MATHEMATICS AND COMPUTER SCIENCE. **Staff. 4**

271-272—ALGORITHMS AND DATA STRUCTURES. This course will stress the analysis of algorithms and data structures (lists, stacks, queues, trees and graphs), their implementation and applications. Topics also covered will be recursion, sorting and searching. Required of all computer science majors. Prerequisite: 173. **Staff. 4**

299—INTERMEDIATE TOPICS IN MATHEMATICAL SCIENCES. A general category used only in the evaluation of transfer credit.

334—THEORY OF COMPUTATION. (Also listed under Mathematics offerings.) This course is a study of formal languages and their related automata. Turing machines, unsolvable problems and NP-complete problems. No lab. Prerequisites: 171. **Staff. 4**

352—NUMERICAL ANALYSIS. (Also listed under Mathematics offerings.) Topics from numerical quadrature, numerical integration of differential equations, matrix manipulations, and solution of nonlinear equations. Prerequisites: CS 173, Math 222, 231; Math 351 recommended. **Staff. 4**

356—MATHEMATICAL MODELING AND COMPUTER SIMULATION. (Also listed under Mathematics offerings.) A systematic treatment of the theory, applications, and limitations of modeling. Applications may include linear optimization, difference equations, queuing, and critical path problems. Simulation will be included as an applicational method, and the discussion of a simulation language such as SIMSCRIPT, GPSS, or DYNAMO may also be included. Prerequisites: 173 and Math 341. **Staff. 4**

361-362—DIRECTED STUDY. **Staff. 3**

363-364—INDEPENDENT STUDIES. **Staff. 3**

371-372—COMPUTER SYSTEMS I, II. A two-semester study of computer organization and operating systems. A study of the primitive actions of a computer through the medium of a low level language and a study of the basics of operating systems; memory management, process management, and input/output. Corequisite: 272 **Staff. 4**

373—PROGRAMMING LANGUAGES. A systematic examination of programming language features independent of a particular language. Topics include syntax, semantics, typing, scope, parameter modes, blocking, encapsulation, translation issues, control, inheritance, language design. A variety of languages from different classes are introduced. **Staff. 4**

374—COMPILERS. A study of the processes involved in the conversion of computer programs written in one language to logically equivalent programs in another language. Issues in syntax and semantic definitions, as well as parsing techniques, will be addressed. Prerequisite 271. **Staff. 4**

377—DATABASE SYSTEMS. Analysis and design of information and decision-making processes. The advantage of alternative systems will be discussed from the operational and strategic points of view. Corequisite: 272. **Staff. 4**

384—DIGITAL ELECTRONIC AND COMPUTER ARCHITECTURE. A study of the basic components of switching circuits and processors. Investigation of both the internal design of a processor and the entire computer system. Includes a lab. Prerequisite: 271. **Staff. 6**

399—ADVANCED TOPICS IN MATHEMATICAL SCIENCES. A general category used only in the evaluation of transfer credit.

402-403—ADVANCED TOPICS IN COMPUTER SCIENCE.
a. Parallel Processing
b. Artificial Intelligence.
c. Graphics
d. Networking
e. Artificial Neural Networks
f. Software Engineering **Staff. 4**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Dance

Associate Professors Sandra Mathern-Smith and Gill Wright Miller. Co-Chairs

Associate Professors Gill Wright Miller. Sandra Mathern-Smith: Visiting Instructor Robert Cole: Resident Musician Keith Fleming: Adjunct Musicians Brian Casey, Charla Dryburgh: Adjunct Technical Director Fred Kraps

Departmental Guidelines

The Department of Dance is committed to exploring principles of the form through movement and through theoretical inquiry. The faculty believes the liberal arts study of "dance as an art form" necessitates an integration of the kinesthetic (body), the intellectual (mind) and the emotional/internal (spirit). We see this trinity (body/mind/spirit) as the core concern of the discourse, the discipline and the faculty as we explore physical and metaphysical material both academically and artistically. Our aim is to expose students to a wide variety of approaches by utilizing primary and secondary sources. The opportunity for application in research and concert performance is available early in the student's career, enabling her/him to become independently productive in the application of these principles.

Requirements for the B.A. degree in Dance: 40 credits minimum

The Bachelor of Arts degree in dance reflects a philosophy that integrates principles of theory and technique resulting in the informed viewing of and practical participation in performance. Studio course work includes technique classes, performance repertory, improvisation and composition and the reconstruction of modern, post-modern, ballet and a variety of world dances from this and previous centuries. Theoretical course work includes reading, writing and moving with an emphasis on exposing theory. The boundaries between technique and theory are purposefully blurred, indicating our commitment to a liberal arts curriculum rather than a conservatory curriculum.

All dance majors must take four theoretical core courses: Dance 274–Survey of Concert Dance History in the United States, Dance 284–Dance Improvisation and Composition, Dance 374–Experiential Anatomy/Kinesiology, and Dance 384–Movement Analysis. Students are advised, but not required, to take the 200-level courses earlier than the 300-level courses.

Dance majors must also enroll in a minimum of 16 credit hours (8 courses) of technique in any configuration of genres. However, all majors must take Dance 332–Modern III and Dance 342–Ballet III.

Finally, dance majors participate in two kinds of culminating experiences. In the theoretical perspective, all majors must take Dance 451–Senior Research in the first semester of their senior year. In the studio perspective, all majors must participate in a minimum of 4 credit hours of concert repertory (Dance 420/430/440) at the minimum rate of 1 repertory credit (Dance 420/430/440) per end-of-semester concert.

Minor in Dance: 22 credits minimum

The minor in Dance consists of a minimum of 22 credit hours. Minors may select any two "core" courses from the theoretical list: Dance 274–Survey of

Concert Dance in the United States, Dance 284–Dance Improvisation and Composition, Dance 374–Experiential Anatomy/Kinesiology, and Dance 384–Movement Analysis. The minor must also take a minimum of 8 credit hours (4 courses) which must include Level III of one genre (Dance 332, 342) or an equivalent program of technical study in World Dance forms as approved by the Department. All minors are required to enroll in Dance 451–Senior Research first semester of the senior year, and must participate in at least 2 end-of-semester concerts for a minimum of 1 repertory credit (Dance 420/430/440) per concert.

Course Offerings

–All 100-level courses assume no previous experience with dance movement.
–All students are initially advised to enroll in Level I technique classes, regardless of previous experience.
–Permission of instructor or placement audition is required for those students wishing to enroll in the Level II or Level III technique classes, regardless of previous experience. The first two classes of the semester are considered placement auditions.
–All technique classes may be repeated for additional credit. It is expected that students might enroll at the same level for more than one semester.
–Students following a theoretical series are advised but not required to take the 200-level courses ahead of the 300-level courses.

122—WORLD DANCE I. This course, open to all students regardless of previous dance training, offers dance experience with non-Western forms. Course work includes instruction in technique, outside readings, and performance observation. Content varies with respect to dance material presented, depending on interests of teaching faculty and students, and on the competencies of guest artists who take part in teaching the course from semester to semester. The aim of introducing students to non-western forms will be accomplished in one of three ways: a) the first is by offering studio classes in a variety of forms to include Asian forms (e.g., Butoh), Indian forms (e.g., Bharata Natyam), African forms, (e.g., Ghanaian, West African, Senegalese), South American forms (e.g., Capoeira and Tango) and the like; b) a second is by offering Western concert forms predominantly influenced by such non-Western forms; c) a third is by offering Western concert forms predominantly incluenced by popular culture (e.g., social and street forms), and forms which, though highly Westernized, have roots in other cultures and are not usually included in the dominant Western concert canon (e.g., tap and jazz).
Staff. 2

132—MODERN I. This course offers students a basic movement experience which strives to promote greater integration of mental and physical knowledge and kinetic awareness. Exercises emphasizing placement, flexibility and strength will be taught. The basic elements of dance — space, time and force — are introduced and explored with the larger purpose of providing a deeper appreciation of dance as an art form. A brief introduction to the history of modern dance in the U.S. is included through video viewings and readings. Concert attendance and a limited number of reaction papers are required.
Mathern-Smith. 2

142—BALLET I. This course serves the student with no previous training, and those who have had little training or none recently. Basic body placement, the positions of the feet, simple port de bra, and other simple movements are taught. The proper carriage of the body in classic ballet technique is explored through elementary barre and centre exercises. Second semester offers an accelerated introduction to accommodate newcomers yet sustains the development of returning students. A brief introduction to the history of ballet dance in the U.S. is included through video viewings and readings. Concert attendance and a limited number of reaction papers are required.
Cole. 2

199—INTRODUCTORY TOPICS IN DANCE. A general category used only in the evaluation of transfer credit.

222—WORLD DANCE II. This course, open only to students with previous dance study (although not necessarily in techniques explored in the course), focuses on the same forms as are brought into focus in World Dance I (above) in the same semester. In this more advanced class, the guest instructor will assume students will be able to assimilate physical information more quickly. Consequently, this course will cover these forms in greater detail and with greater depth in the same amount of time. Course work includes instruction in technique, outside readings, and performance observation.
Staff. 2

232— MODERN II. This course offers students a heightened movement experience with greater emphasis on technical development and aspects of performance. Exercises emphasizing placement, flexibility and strength are taught, with specific attention given to gravity, transition, phrasing and movement of the torso and limbs in opposition and harmony. Concert attendance, journal writing and research on contemporary choreographers' work would be examples of the outside-of-studio experience. Permission of instructor required. **Mathern-Smith. 2**

242—BALLET II. Primarily a continuation of Dance 142—Beginning Ballet Technique, a certain amount of review of the basic work precedes the study of a greater variety of simple steps. There is increased emphasis on épaulement, pirouettes, adagio and petit and grand allegro in center work. The level of technique expands to include longer, more controlled adagios, more variety of turns, effort to improve elevation and extension, and a development of port de bras in relationship to carriage and performance. Concert attendance and a limited number of reaction papers are required. **Cole. 2**

274—SURVEY OF CONCERT DANCE IN THE UNITED STATES. This course will focus on concert dance in the United States, investigating the roots of Western concert dance in the ballet of France and Russia, the birth of modern dance in Germany at around the same period as it was developed in the U.S. Some non-Western dance forms that have had major influences on contemporary dance in the United States -- such as the traditional dance forms of Japan, India, West Africa, and the effect on concert dance of the African Diaspora to the New World -- will be examined. Contemporary dance history in the United States will be covered as well, incorporating the development of aesthetic dance at the turn of the century, the development of the modern dance movement of the 1930s and 1940s, postmodern dance, and black dance in the U.S. Rather than aiming for a general approach to cover such a vast period of time and such a vast amount of information, this course will be selective, focusing on specific artists within each period and genre. Course offered fall semesters only. **Miller.4**

284—DANCE IMPROVISATION AND COMPOSITION. This course will explore the methods and elements of dance composition through improvisational exercises and compositional studies. Through the manipulation of space, time and dynamics in spontaneous movement exercises compositional elements will be discovered and explored, and a developing understanding of choreography will emerge. Students will explore solo, duet and finally group improvisations. In addition to learning and practicing the art of moving in the moment, students will be required to create, analyze and critique original compositional studies. A portion of this course will be devoted to learning and understanding the principles of Contact Improvisation as a tool for comprehending the forces of the body in motion, for further broadening choreographic possibilities, and as a means of training the body, mind, and spirit. Course offered spring semesters only. **Mathern-Smith. 4**

299—INTERMEDIATE TOPICS IN DANCE. A general category used only in the evaluation of transfer credit.

332— MODERN III. This course is designed for students with significant experience in Modern Dance training. It provides the dancer with the rigorous training required for performance and requires an attitude that anticipates professionalism. Students will be challenged to integrate both technical and qualitative skills while continuing to develop strength, flexibility, endurance, and a sensitivity to gravity, momentum, and phrasing. Advanced classes meet for two hours three times per week. No outside work is required. Modern II and permission of instructor required. **Mathern-Smith. 2**

342—BALLET III. This course is designed for the most advanced ballet technicians in the department and requires an attitude of dedication that anticipates professionalism. The level of the class in general determines the material presented. Advanced classes meet for two hours three times per week. No outside work is required. **Cole. 2**

361-362—DIRECTED STUDY. Individual pursuits in composition/improvisation/choreography, history/criticism, anatomy/kinesiology, or movement analysis/reconstruction under the supervision of a faculty member. **Staff. 2-4**

374—EXPERIENTIAL ANATOMY/KINESIOLOGY. Through various approaches to learning (memorizing factual information, sharing personal body-centered stories, drawing evocative and descriptive images, and moving through guided developmental movement explorations), students will be exposed to an introduction to anatomy and kinesiology in their own bodies. The course materials approach the body primarily through skeletal, muscular, and neurological systems, but also through consideration of other systems (e.g., digestive, respiratory) and attitudes about sexuality and emotions, body image and concepts – each from the anatomical and kinesiological perspective. All students are required to keep weekly journals, present classroom materials in a formal assignment and conduct a major research project to illustrate their command of kinesiological terminology and reasoning. Course offered every semester. **Miller. 4**

384—MOVEMENT ANALYSIS. Through two specific systems of movement analysis (Labanotation and Laban Movement Analysis), the student will be exposed to both quantitative and qualitative methods for close textual analysis of movement. The course will consider elements of support and gesture, direction, level, timing, part of the body moving, as well as effort dynamics, relationship to the environment, and kinespheric crystallizations, and ways of organizing the movement in the body. These methods of analysis are then applied to concrete movement situations selected and designed by the student ranging from sports situations to therapeutic situations to historical dances for reconstruction and performance. Course offered every semester. **Miller. 4**

394—SPECIAL TOPICS IN DANCE. From time to time, according to the expertise of the faculty and the interests of the students, special courses that can address intensive study will be arranged and offered. This course can be taken more than once for credit. **Staff. 4**

399—ADVANCED TOPICS IN DANCE. A general category used only in the evaluation of transfer credit. **1-3**

420—PERFORMANCE WORKSHOP. The technical aspects of producing a concert are applied through practical experience. Performance space preparation (the hanging of lights, laying of the floor, and the building of audience space) and the designing of lighting, costumes, and publicity are taught by means of application. Students are awarded credit based on the number of hours of involvement. Available every semester. **Staff. 1-2**

420/430/440/450—REPERTORY. New and reconstructed works choreographed by faculty and guest artists are learned by students and rehearsed for public performance. Credit is awarded based on the number of hours of involvement. Differences in course number refer to genres of performance work. By audition only. (Auditions held early each semester.) Available every semester. **Staff. 1-2**

451-452—SENIOR RESEARCH. This course consists of an integration of theoretical and technical course work through the intensive examination of Western dance philosophy as the foundation for the student's own dance experience. It represents a culminating experience in areas identified by each individual student. During the course of the semester's work, each student will prepare a significant research document, the undertaking of several works for concert production, the reconstruction of a significant historical work, or the like. The resultant document/performance will be presented publicly for an identified audience in partial fulfillment of the degree requirements. Course offered fall semester only. **Miller. 4**

East Asian Studies

Professor Barry Keenan, Director

Faculty: John Cort, Tod Frolking, David Goldblatt, Barry Keenan, Laurel Kennedy, Paul King, Xinda Lian, Kent Maynard, James Pletcher, Ankeney Weitz.

To graduate with a degree in East Asian Studies requires a balance of courses in Chinese or Japanese language study with courses, selected from a variety of departments, focusing on the East Asian region. Study in China, Hong Kong, Taiwan, or Japan for a semester or a year on an approved program is encouraged. Every senior major will research a topic chosen by the student in consultation with professors from two disciplines.

A Minor in East Asian Studies

The East Asian Studies minor requires four semesters of study of the Chinese or Japanese language. The twenty credits to fulfill the minor must include the two core courses, and three additional courses chosen from category III (see below). Only one independent study course, and one comparative course will count toward the minor.

A Major in East Asian Studies

Majors will choose courses in close consultation with a faculty adviser. Senior year the major will focus the methodologies of two disciplines on a research topic concerning China, Japan, or their interaction. The major requires one language semester beyond the college language requirement, seven area studies courses, and a senior research project that together normally will equal a total of thirty-six credit hours. Advisers can help the student select which courses in approved study-abroad programs will meet the following requirements:

I. Language requirement: four semesters of Chinese or Japanese coursework, or the equivalent. Majors are encouraged to begin their language work at Denison their first year, if possible. The study of the Japanese language is not available on the Denison campus.

II. The Two Core Courses
   A. History 232 — Traditional East Asian Civilization; or Religion 216 — Religions of China and Japan
   B. History 233 — Modern East Asian Civilization

III. Five East Asian area studies courses, selected from the following:
   A. Art 291 Art of Japan
      Art 292 Art of China
      Art 293 Art of Burma and Southeast Asia
      Chinese 205 Classical Chinese Literature in Translation
      Chinese 305 Taoism and Chinese Literature
      Economics 340 The Economies of the Pacific Rim
      Hist. 232 Traditional East Asian Civilization
      Hist. 326 The Confucian Classics

Hist. 327 The Modern Fate of Confucian China
Pol. Sci. 325 Politics of Southeast Asia
Rel. 216 Religions of China and Japan

B. Independent Study (maximum of two):
Examples:
Art 363-364 Contemporary Chinese or Japanese Art
Chinese 361-362 Readings in Chinese Texts
Econ. 361-362 East Asian Economics (King)
Geog. 364 Geography of China
Interdepartmental 361-362 Directed Study in East Asian Studies
Interdepartmental 363-364 Independent Study in East Asian Studies

C. Comparative Courses (Maximum of two):
East Asia in comparison with other regions of the world
Art 157 History of Asian Art Survey
Communication 350 International Communication
Econ. 312 Economic Development in the Third World
Hist. 328 Vietnam at War
Religion 233 Buddhism

IV. Senior Research Project
East Asian Studies 450 — Senior Project in East Asian Studies. Selecting two disciplines, the student chooses a topic in East Asian Studies and utilizes the skills of both disciplines to analyze that topic in a major research paper, directed by faculty members from both disciplines.

Study Abroad

Denison-approved programs of study in the People's Republic of China are available in Nanjing and Beijing for semester or year-long periods through the China Consortium (CIEE), as well as through the Institute of Asian Studies (IAS). Applications can be considered for either semester, or for a year. In Hong Kong, the International Asian Studies Program at the Chinese University of Hong Kong is approved, and is normally two semesters in length. In Japan, the Waseda program is approved for a full year, and the Institute of Asian Studies programs at Nagoya or Tokyo for either semester or for the full year are also approved. In Singapore, a good semester program operated by the Institute of Asian Studies has been approved.

Course Offerings

Art

157—HISTORY OF ASIAN ART SURVEY. Survey of the arts of India, China, Japan, and Southeast Asia emphasizing works in their historical, religious and social context. **Staff. 4**

291—ART OF JAPAN. A survey of Japanese architecture, sculpture, painting, and the decorative arts from prehistoric times to the 20th century, with an emphasis on the works in their cultural and religious context. **Staff. 4**

292—ART OF CHINA. A survey of Chinese architecture, sculpture, painting and the decorative arts from prehistoric times to the 20th century, with an emphasis on the works in their religious and cultural context. The course provides an opportunity to work with the Denison collection of Chinese art. **Staff. 4**

293—ART OF BURMA AND SOUTHEAST ASIA. A survey of the architecture, sculpture, painting and decorative arts of Burma, Sri Lanka, Thailand, Indonesia, Kampuchea and other areas of Southeast Asia, with an emphasis on the works in their religious and cultural context, with a special focus on Burma. The course provides an opportunity to work extensively with the Denison Collection of Burmese art. **Staff. 4**

Chinese

111-112—BEGINNING CHINESE. A comprehensive introductory course in modern standard Chinese through the four basic skills: aural comprehension, speaking, reading, and writing. The two beginning courses will concentrate on correct pronunciation and the four tones as well as the basic grammatical patterns. **Lian. 4**

205—CLASSICAL CHINESE LITERATURE IN TRANSLATION. A survey of Chinese literature from antiquity to the 13th century, providing acquaintance with, and enjoyment of, masterworks of various genres that have exerted great influence on the life and thought of Chinese people through the ages. (Normally offered in the fall.) **Lian. 4**

211—INTERMEDIATE CHINESE. Development of conversational skills. Comprehensive grammar will be the core of the course, along with further development of reading ability and more extensive oral practice. Prerequisite: 112 **Lian. 4**

212—INTERMEDIATE CHINESE. Further development of fluency in conversation and in reading. Emphasis on the students' ability to write Chinese characters through composition exercises. Prerequisite: 211 **Lian. 4**

305—TAOISM AND CHINESE LITERATURE. This course will examine a special group of early Chinese texts from antiquity to the 8th century that will not only enlighten, but also delight, modern readers: ancient Taoist texts written in fascinating literary style, and a variety of literary works informed with Taoist spirit. No knowledge of Chinese is required. (Normally offered in the spring.) **Lian. 4**

361-362—DIRECTED STUDY. Readings in Chinese texts. **Staff. 3-4**

363-364—INDEPENDENT STUDY

Communication

350-09—INTERNATIONAL COMMUNICATION: POLITICS AND POLICY. This seminar examines the nature of information flows between nations, the issues raised by such communication, and the institutions involved and patterns evident in the resolution of policy differences. The course surveys the transfer of news and entertainment programming as well as financial, trade and other data across borders, and suggests a range of issues raised, such as the uses of information in foreign policy, the extension of cultural imperialism, corporate invasion of privacy, and incursions upon sovereignty and national security. In examining the resolution of such issues, the course analyzes how nations' power is distributed and utilized in international fora. **Kennedy. 4**

Economics

340—THE ECONOMICS OF THE PACIFIC RIM. A seminar involving discussion and individual papers on the economies of the Pacific Area, especially the High Performing East Asian Economies. Emphasis on individual research. Juniors and seniors only. Prerequisite: Econ. 201 and or 202 or permissions for non-majors. (Normally offered in the spring semester.) **Staff. 4**

History

232—TRADITIONAL EAST ASIAN CIVILIZATION. The civilizations of China and Japan from classical times to the nineteenth century. Topics treated: the unique staying power of the 2000-year tradition of

the Chinese dynastic state; the distinctive religious and scientific traditions that flourished under the scholar-official bureaucracy of imperial China; the Japanese samurai ideal, Japan's centralized feudalism, and lasting Japanese cultural monuments. (Normally offered in the spring.) **Keenan. 4**

233—MODERN EAST ASIAN CIVILIZATION. Beginning from an insider's view of how both prince and peasant saw the world around them before the encroachment of the West, this course analyzes the modern transformation of East Asia. Topics include: the conflict of Sinocentrism and modern nationalism in the Chinese revolution, the Japanese road to Pearl Harbor, and the significance of the Korean War in East Asia. (Normally offered in the fall.) **Keenan. 4**

326—THE CONFUCIAN CLASSICS. An examination of the basic texts of the East Asian cultural tradition that define human nature, and what it is to be moral. The canon of Confucian classics has probably been the most influential in world history. They still provide the modern ground of discourse for the Chinese, Vietnamese, Korean, and Japanese peoples. Tutorial discussion of personal journals, and class discussions centered on personal reactions to the texts place individualized learning at the heart of this seminar. (Normally offered in the fall.) **Keenan. 4**

327—THE MODERN FATE OF CONFUCIAN CHINA. Since 1976 the People's Republic has opened itself to vigorous contact with the industrialized nations of the world. Economic reforms attached to this opening introduced capitalist incentives, but raised the question of compromising revolutionary socialist principles. The need for consensus on Chinese values suggested comparison with China's first "Westernization" movement in the nineteenth century, and also the May Fourth movement after the first world war. "The River Elegy," a popular TV series in the late 1980s in Beijing, allows us to raise, in historic context, the recurring issue of what essential traits of the existing tradition conflict with various efforts to internationalize China and what happend each time right down to the present. **Keenan. 4**

328—VIETNAM AT WAR. Beginning with the clash of dynastic order and French colonialism in the nineteenth century, the course will examine the genesis of Vietnamese nationalism, and the nature and consequences of the Vietnamese struggle for national liberation. Post-WWII warfare will be studied in the context of the larger Cold War, including the rise of communism in China, and the Korean War. **Keenan. 4**

Political Science

325—POLITICS OF SOUTHEAST ASIA. This course is a survey of the politics of modern Southeast Asian countries. In addition to introducing the modern political history of the region in detail, the course will introduce basic concepts of comparative politics and political economy, and apply these to the region. No prior knowledge of the region, or of political science, is required. Students are expected to read and think critically, and to undertake independent library research. **Pletcher.4**

Religion

216—RELIGIONS OF CHINA AND JAPAN. This course explores the basic teachings and historical development of the most influential religious traditions and schools of thought in East Asia, including Confucianism, Taoism, Buddhism and Shinto. Attention is given to classical texts, popular practice and the recent impact of Western culture on East Asian religion. **Cort. 4**

233—BUDDHISM. An historical and thematic survey of the Buddhist tradition from the time of Siddhartha Gautama, the Buddha, until the present. Emphasis upon the ways in which Buddhist teachings and practices have interacted with and been changed by various cultures in Asia, and more recently in North America. **Cort. 4**

Economics

Professor Timothy I. Miller, Chair

Professors Robin L. Bartlett, Sohrab Behdad, Paul G. King, Richard L. Lucier, Timothy I. Miller; Associate Professors David Boyd, Laura Boyd, Ross M. LaRoe; Assistant Professors Theodore A. Burczak, Marcia J. Frost, Andrea Ziegert.

Departmental Guidelines

The purpose of the Economics major is to develop students' ability "to think like economists." Courses introduce students to a core body of economic knowledge and to research skills. The core body of knowledge is divided into six broad categories: economic theory, econometrics, economic institutions and history, economic literature, economic applications and policy issues, and empirical economics. In addition to exposing students to this core, the structure and content of our courses enable students to develop particular skills that will help them use this knowledge to think analytically and creatively about the complex economic issues facing our global economy.

The content of our curriculum is tiered. In introductory courses students learn the basic principles of economics. In intermediate courses students develop their understanding of microeconomic, macroeconomic, and econometric theory. The advanced courses give students an opportunity to study in depth a particular field of economics through application of the requisite basic skills, theoretical and empirical background. These courses primarily focus on national and international concerns, public policies, and controversies in economic theory and policy.

The structure of our curriculum is such that intermediate and many advanced courses are accompanied by a laboratory course. The laboratory course not only reinforces the material students are learning in the traditional course with active learning exercises, but also further develops basic empirical and research skills. In conjunction with the traditional courses, the laboratory courses develop critical judgment, analytical, mathematical, computational, communication, and creativity skills.

Graduates of the Department of Economics seeking immediate employment have been successful in securing interesting and challenging positions in business, government, and non-profit enterprises. The economics curriculum also provides students with the opportunity to prepare themselves for graduate or professional studies in economics, business, public administration, international affairs, and law.

Major Requirements

All economics majors must complete a minimum of seven four-credit economics courses and four one-credit laboratory courses.The course must satisfy the following requirements:

Core Requirements

All students must take:
Principles and Problems (190, 4 credits)

Intermediate Macroeconomic Theory (201, 4 credits)
Intermediate Macroeconomics Laboratory (201, 1 credit)
Intermediate Microeconomic Theory (202, 4 credits)
Intermediate Microeconomics Laboratory (202, 1 credit)
Econometrics (207, 4 credits)
Econometrics Laboratory (207, 1 credit)

Students wanting to major in economics must have completed the above courses by the end of their junior year.

Advanced Course Requirements:

In addition to the above, all students must take at least three courses chosen from the 301-340 sequence or at the 440 level. At least one of those courses must have an associated laboratory.

Combined Major in Mathematical Sciences and Economics

A student interested in quantitative aspects of economics who wishes to work for advanced degrees in Business or Economics with a strong Mathematics background may elect this combined major. Requirements are Mathematics 123, 124, 222, 231, 341 and one course from the list 342, 351, 356; Economics 190, 201, 202, 207, 332 and one additional course from the 301-340 sequence or 440.

Philosophy, Politics and Economics

The Economics Department participates in the interdepartmental major in Philosophy, Politics and Economics. Details about this program can be found on page 133.

International Studies Concentration

Students majoring in economics may choose to participate in the International Studies Concentration (see page 104 for details). Economics majors wishing to participate in the Concentration are expected to fulfill the following specific requirements in addition to the basic requirements for the Concentration:

1. In fulfilling requirement "c" for the Concentration, the student will select a course from a list of culture/history/area study courses created in consultation with the faculty adviser.
2. Students must fulfill requirement "d" for the Concentration by taking a political economy course offered by a department other than Economics.
3. Students must fulfill requirement "e" for the Concentration by taking two additional courses from the Economics 301-340 sequence or 440 beyond the three courses required for majors. That is, each economics major with an IS Concentration must take a total of five economics courses at the 301-340 or 440 level. Three of these courses must be chosen from:

Comparative Economic Systems (314)
International Trade (323)
Economic Development of the Third World (312), or
International Finance (313).

With the approval of their faculty adviser, students may use one seminar (Economics 340) with an international orientation in place of one of the required courses. In any case, two of the advanced courses chosen to fulfill the Concentration requirements must have associated laboratories.

Minor Requirements

The Economics minor is meant to provide a basic grounding in economics for students majoring in other fields. It is hoped that students will make a conscious effort to relate the minor to their major field. Minors must take the following courses: 190, 201, 202, 301 and one additional course from the 301-340 sequence or 440.

Course Offerings

NOTE: In order to receive credit, students must register for both the four credit course and the one credit laboratory course where that is applicable.

Introductory Courses

149—ACCOUNTING SURVEY. A survey designed specifically for liberal arts students interested in Business, Economics, Law, and Government. The meaning, purpose, and function of accounting in business are presented through studying the concepts and theories of accounting. Basic accounting procedures covered in this course include journalizing transactions, posting, trial balances, adjusting entries, and preparation of financial statements. Other topics include internal control, inventory methods, depreciation, and generally accepted accounting principles. The course focuses on the sole proprietorship, partnership and corporate forms of business organization. Course credit may not be counted toward a major in Economics. **Staff. 4**

150—ISSUES IN THE AMERICAN ECONOMIC SYSTEM. This course is a study of contemporary issues in the American economy. Students will be introduced to the mode of reasoning in economics and will become familiar with the analysis of production in a market economy. This is to provide students with a frame of analysis for critical understanding of the nature of economic issues and the debates that surround these issues. The topics of exploration may include market structure, competition and consumer sovereignty; labor and labor organizations, economic inequality, poverty and discrimination; environmental decay and control; government intervention in the market; unemployment, recession and inflation; budget deficit and national debt; the position of the U.S. in the world economy. This course fulfills the General Education requirement in American Social Institutions. Offered irregularly. **Staff. 4**

190—PRINCIPLES AND PROBLEMS. A survey of the field of Economics, with a balance of description, analysis, and policy. The purpose of the semester's work is to provide the student with an understanding of crucial economic concepts which are required to analyze a variety of economic problems, and to offer a chance to use these tools in discussing some of these problems. This is the first course for the major and is prerequisite for ALL intermediate and advanced economics courses. It will also fulfill the Social Inquiry General Education requirement. There is no prerequisite, but students who take Economics 150 may later take Economics 190. This course will be more technical and devoted to model building than the 150 course. **Staff. 4**

199—INTRODUCTORY TOPICS IN ECONOMICS. A general category used only in the evaluation of transfer credit.

Intermediate Level Courses

201—INTERMEDIATE MACROECONOMIC ANALYSIS. An examination of the determinants of Gross Domestic Product, the unemployment rate, and the price level. The components of aggregate spending – consumption, investment, foreign trade and government – will be examined to determine their

significance for explaining the business cycle. Similarly the financial side of the economy and the role of money will be examined to determine their impact on the business cycle. The purpose of each examination is to understand the factors that move the economy and how fiscal and monetary policy can be used to alter the course of economic trends.

The lab that accompanies this course is comprised of computer exercises and simulations. The computer exercises give students the opportunity to examine trends in economic data, run experiments, and to discover association between variables. The three simulations of the Council of Economic Advisers give students the opportunity to use the theory they are learning in class and in the lab to judge the appropriateness of fiscal and monetary policy. Prerequisite: 190.

Bartlett, Burczak, Frost, Miller, King. 4

201—INTERMEDIATE MACROECONOMIC LABORATORY.
Bartlett, Burczak, Frost, Miller, King. 1

202—INTERMEDIATE MICROECONOMIC ANALYSIS. An examination of the basic assumptions and methods of analysis employed in microeconomic theory, including demand analysis, production and cost relationships, market structures, distribution theory, general equilibrium, and welfare economics. Prerequisite: 190. **D. Boyd, L. Boyd, LaRoe, Lucier, Ziegert. 4**

202—INTERMEDIATE MICROECONOMIC LABORATORY. **D. Boyd, L. Boyd, LaRoe, Lucier, Ziegert. 1**

207—ECONOMETRICS. An essential activity in any science is the systematic testing of theory against fact. Economics is no exception. This course develops and uses the statistical techniques that are essential for the analysis of economic problems. These techniques allow for testing of hypotheses, estimating magnitudes, and prediction. Prerequisites: 201 and 202. **L. Boyd, Miller. 4**

207—ECONOMETRICS LABORATORY. **L. Boyd, Miller. 1**

299—INTERMEDIATE TOPICS IN ECONOMICS. A general category used only in the evaluation of transfer credit.

Advanced Courses

The following courses have *either* Economics 201 *or* 202 as prerequisites:

301—ECONOMIC CONTROVERSIES AND THE EVOLUTION OF ECONOMIC THOUGHT. A critical inquiry into the historical foundations of present controversies in economics. Two sets of issues have been intertwined in the development of the present paradigms in economic theory. There have been social and ideological issues such as the power of the state and the limits of individual rights, social harmony and conflict, stability and change, and poverty and inequality. And there have been theoretical concerns about the nature and determinants of value, wages and prices, allocation of resources, distribution of social product, and the operation and efficiency of the market. In this course there is an attempt to better understand present controversies in economics by exploring the historical relation between socio-ideological issues and theoretical concerns within various schools of economic thought. Beginning with medieval times and continuing into the twentieth century, selected writing of the leading members of these schools of thought will be critically examined in the context of the historical and institutional conditions of their time. **Behdad, King, LaRoe. 4**

302—EVOLUTION OF THE WESTERN ECONOMY. History and analysis of economic growth and development in the so-called advanced countries, primarily Western Europe and the United States. Discussion centers on selected major topics since the rise of market economies with emphasis on the interpretation of these developments in light of contemporary economic theory and modern quantitative evidence. (Offered irregularly.) **LaRoe, Lucier. 4**

The following courses have Economics 201 as a prerequisite:

311—MONETARY THEORY. The role money plays in determining economic outcomes, such as the level of employment, the aggregate price level, and the rate of economic growth, is one of the more controversial issues in economics. To get a handle on these controversies, this course explores the institutional structure of the U.S. monetary system, including the Federal Reserve, the body charged

with the conduct of U.S. monetary policy. Then, the course compares and contrasts different perspectives on the role money plays in economic activity (monetarist, Keynesian, Post Keynesian). The goal is to combine knowledge of the institutional structure of the U.S. monetary system with an understanding of the various theoretical perspectives on monetary theory in order to gain some insight into the difficult issues facing the conduct of successful monetary policy. This course builds towards simulated Federal Reserve Open Market Committee Meetings, in which students will form their own opinions about the influence monetary policy has on the rates of inflation, unemployment, economic growth, and the distribution of income. **Burczak. 4**

311—MONETARY THEORY LABORATORY. **Burczak. 1**

312—ECONOMIC DEVELOPMENT IN THE THIRD WORLD. A survey of the structure and problem of the underdeveloped economies, with particular emphasis on the major determinants of economic growth. Prerequisites: 201, 207, or consent. **Behdad, Frost, King. 4**

312—ECONOMIC DEVELOPMENT LABORATORY. **Behdad, Frost, King. 1**

313—INTERNATIONAL FINANCE. This course is a study of monetary interdependence among nations. The following topics will be explored: foreign exchange markets, international currency systems, national income determination in an open economy, balance of payments accounts and policies for their adjustments, exchange rate adjustments, exchange control, monetary problems of developed and underdeveloped countries, international capital flows. **Behdad, Lucier. 4**

313—INTERNATIONAL FINANCE LABORATORY. **Behdad, Lucier. 1**

314—COMPARATIVE ECONOMICS SYSTEMS. A study of alternate economic systems. A theoretical and operational study of economic systems as they exist in reality. (Offered irregularly.) **Burczak. 4**

315—INCOME INEQUALITY. This course will examine the distribution of income in the U.S. Special attention will be paid to the issue of poverty and the distribution of wealth. **Bartlett, Ziegert. 4**

316—WOMEN IN THE U.S. ECONOMY. This course will focus on the market and nonmarket contributions of women to the U.S. economy. A historical framework provides the backdrop for examining the economic, political, and social institutions that affect women's contributions to the nation's economic well-being. **Bartlett. 4**

316—WOMEN IN THE U.S. ECONOMY LABORATORY **Bartlett. 1**

The following courses have Economics 202 as a prerequisite.

321—PUBLIC FINANCE. A study of the impact of governmental taxation and expenditures on the economy. The economic rationale for the existence of the public sector is examined and the development, passage, and implementation of the federal budget is investigated. Issues such as welfare reform, the growth of entitlement programs, the financing of health care, and the theory and practice of taxation are studied. **LaRoe. 4**

322—INDUSTRIAL ORGANIZATION AND THE PUBLIC CONTROL OF BUSINESS. This course examines corporate decision making as a function of the competitive environment in which the firm operates. In addition to standard market structure theory, we examine a number of business practices including pricing and advertising policy, corporate strategic behavior, and horizontal and vertical mergers and acquisitions. The analysis is often mathematical, with a heavy emphasis on game theory. **D. Boyd. 4**

322—INDUSTRIAL ORGANIZATION LABORATORY. **D. Boyd. 1**

323—INTERNATIONAL TRADE. This course explores the pattern and problems of world trade. The main topics are: theories of international trade, tariffs and other trade barriers, international trade organizations, common markets and free trade areas, U.S. commercial policies, trade problems of developed and underdeveloped countries, east-west trade, international migration of labor.
Behdad, Lucier. 4

323—INTERNATIONAL TRADE LABORATORY. **Behdad, Lucier. 1**

324—LABOR ECONOMICS. This course examines the roles that various racial and ethnic groups have played in the development of the u.S. economy. Historical forces in conjunction with economic and political institutions have created a unique position for each of these groups. An examination of the causes and consequences for the economy and particular groups of these interlocking forces will be examined. **L. Boyd. 4**

324—LABOR ECONOMICS LABORATORY. **L. Boyd. 1**

325—RACIAL AND ETHNIC GROUPS AND THE U.S. ECONOMY. This course examines the roles that various racial and ethnic groups have played in the development of the U.S. economy. Historical forces in conjunction with economic and political institutions have created a unique position for each of these groups. An examination of the causes and consequences for the economy and particular groups of these interlocking forces will be examined. **Bartlett, Miller. 4**

326—URBAN AND REGIONAL ECONOMIC DEVELOPMENT. This course will introduce, develop and analyze the types of and importance of the linkage between the regional economies and their urban subsystems. The topics to be developed include the economic variables which may be used to explain differential rates of economic change in selected regions and the impact of such changes on the pattern of economic growth and the quality of life in urban or metropolitan areas. (Offered irregularly.)
LaRoe. 4

The following courses have *both* Economics 201 *and* 202 as prerequisites:

332—MATHEMATICAL ECONOMICS. The development of economic analysis has a considerable mathematical content. This course will treat the mathematical exposition of the economic laws, principles, and relations that arise in the process of developing economic analysis.
Miller, D. Boyd. 4

332—MATHEMATICAL ECONOMICS LABORATORY. **Miller, D. Boyd. 1**

Additional Courses

340—TOPICAL SEMINARS IN ECONOMICS. Open to advanced students with the consent of the instructor. These courses will involve the preparation of a research paper and be offered in a variety of applied economic fields. **Staff. 4**

361-362—DIRECTED STUDY. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN ECONOMICS. A general category used only in the evaluation of transfer credit.

440—ADVANCED THEORY SEMINARS. Open to advanced students interested in further exploration and development of various aspects of economic theory. Prerequisites will be determined by individual instructors. **Staff. 4**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Education

Associate Professor Lyn Robertson, Chair

Assistant Professor Karen Graves

Major in Education

The Department of Education emphasizes the relationship between schooling and society and the analysis of teaching and learning in interdisciplinary terms. The student majoring in Education is seeking teacher certification and also majors in another discipline which, under most circumstances, is her or his teaching field.

Departmental Guidelines

For students entering Denison before the fall of 1998, Denison University is approved by the State of Ohio Board of Education for the preparation of teachers for the Ohio Provisional High School Certificate (grades 7-12) in most academic subjects and the Ohio Provisional Special Certificate (grades K-12) in Computer Science, Health Education, French, German, Spanish, Physical Education, and Visual Art. The department is participating in the licensure program instituted by the State of Ohio, which will apply to first-year students in the fall of 1998 and thereafter.

It is also possible for the student interested in elementary education or some area of special education to take appropriate work at some other institution and transfer up to 31 semester hours for application toward a Denison degree. The work proposed must represent a purposeful pattern of preparation for certification in one of those fields and must be approved in advance by the Committee on Teacher Education. Total fulfillment of certification requirements in elementary education or special education probably could not be achieved in the normal four-year period.

A student preparing for teacher certification may qualify for any of the degrees described in the Plan of Study section in the catalog. With certain exceptions, the departmental major can be utilized as a teaching field.

Early consultation with a member of the Department of Education is important and will facilitate the planning necessary to meet the requirements for certification in most states. It is the student's responsibility, however, to communicate with the Department of Education in any state other than Ohio for the purpose of meeting that state's requirements for certification.

Enrollment in the Teacher Education Program

Official enrollment in the teacher education program must be approved by the Committee on Teacher Education. Application should be made as soon as possible after the first semester of the first year. Criteria utilized by the Committee for full approval in the program relate to both personal and academic qualifications. For the latter, the guidelines applied are a 2.50 cumulative grade-

point average and a 3.00 in the applicant's major teaching field. More specific information about the former can be obtained at the Department of Education office.

Certification for Teaching

For students entering Denison before the fall of 1998, requirements for certification to teach in the secondary school (grades 7-12) and in grades K-12 (in the aforementioned fields) in Ohio and in many other states may be met by completing prescribed course work in general education, professional education, one or more teaching fields (normally the academic major[s]), and by completing required clinical and field experiences.

The general education requirement of 30 semester hours is fulfilled by completing Denison's General Education program.

The professional education course requirements are Psych 100, Ed 213, 250, 390, 310 (K-12 certification only), 312, 410, 411, 415 and 421.

The teaching field normally coincides with the student's academic major at Denison.

A total of approximately 175 clock hours of field and clinical experience are included in the requirements of Ed. 213, 250, 312, 390 and 410, and, for students completing requirements for Special Certificates (K-12), Ed. 310 provides 30 more such hours. One hundred additional hours are completed in a May Term or a three-semester-hour field experience, and the remaining 25 hours are fulfilled through elective field experiences.

Students entering in the fall of 1998 and thereafter should consult the department concerning licensure requirements.

Professional Semester

The professional semester, which includes student teaching, normally is the second semester of the senior year.

Ed. 410, "General Methods of Teaching"
Ed. 411-02—411-08, "Special Methods of Teaching"
Ed. 415, "Student Teaching"
Ed. 421, "Senior Seminar"
Optional Elective (May be Senior Research, Honors, or a directed study. However, students must be free for full-time teaching during Ed. 415, "Student Teaching.")

The Ninth Semester Plan for Student Teaching

(For graduates of Denison only)

The Teacher Education program at Denison University is planned so that most students can complete it within four years. Students who are early in making the decision to earn a teaching certificate usually encounter few difficulties in scheduling the necessary courses and field experiences. Students who make the decision as late as their junior year may not have enough time left to complete the requirements for teacher certification. In order to make it possible for such students to meet these requirements, the following plan is available. Note that

it is not a substitute for our four-year program leading toward certification; it augments that program and makes it more flexible for those who need more time.

With the approval of the Teacher Education Committee, students who graduate from Denison having completed all requirements for teacher certification, with the exception of the ten-week student teaching experience, are eligible to return during the fall or spring of the next academic year to perform their student teaching. The tuition for the ten-week student teaching experience is $1,135 for the 1998-99 academic year.

Post-Bachelor's Teacher Certification Program

With the approval of the Teacher Education Committee, students who have graduated from Denison or other institutions with a bachelor's degree may enroll in a two-semester sequence leading to teacher certification. Information concerning this program may be obtained in the Department of Education. Tuition for the two semesters is one-half the normal tuition. If a situation arises in which a student already has completed some of the requirements (and therefore, does not need a full-year program), the tuition can be prorated.

Students participating in the ninth semester plan or one-year program are not required to live in college housing or use the college food plan, although they might be permitted to do so if space in either area is available.

Transportation

Classroom observation, participation, and teaching assignments are made in the various schools of Granville, Heath, Newark, Licking County and Columbus. While the Department of Education seeks to utilize available student automobiles when scheduling such experiences, on occasions where this is not possible, the responsibility for transportation rests with the student.

Course Offerings

199—INTRODUCTORY TOPICS IN EDUCATION. A general category used only in the evaluation of transfer credit.

213—THE U.S. EDUCATION SYSTEM. Students will develop a thorough and systematic understanding of the development of education and schooling in the United States. Relationships between school and society will be analyzed from both an historical and a contemporary perspective in a cross-disciplinary approach that relies on historical, philosophical, sociological and economic literature. Themes include the connection between liberty and literacy, centralized versus local control of schools, expansion of schooling, inequalities in schooling, and the differentiated curriculum. Sixteen hours of clinical and field experience will be scheduled during the semester in a variety of settings. **Graves. 4**

229—WOMEN AND MINORITIES: THE EDUCATIONAL DILEMMA. Students will gain an understanding of how discrimination against women and minorities in the educational setting has been a source of many inequities in our society, both past and present. Paradoxically, women and minorities have made unique and important contributions to this system which has not always served them well. An analysis will be made of the contributions of these groups to all levels of education throughout our history. The course will also investigate the extent to which the institution of education has adapted to women and minorities and, in turn, been influenced by them in their various capacities as students, teachers, administrators, parents and special interest groups. In addition to learning in a discussion mode, class activities will include group work and field study. (Not offered in 1998-99.) **Robertson. 4**

250—THE LEARNER AND THE TEACHER. This course examines the learning-teaching process from philosophical and psychological perspectives. Readings include the educational treatises of Plato, Isocrates, Rousseau, Wollstonecraft, Dewey and Martin. Also, theories of behavioral, cognitive and

humanistic psychology are addressed. This course includes a three-hour commitment each week to an area school classroom. The student will complete a variety of activites that focus on the teacher, the learner and the learning-teaching process, using the school experience as a "laboratory" to gather primary sources of information. Prerequisite: Psychology 100. **Graves, Robertson. 4**

299—INTERMEDIATE TOPICS IN EDUCATION. A general category used only in the evaluation of transfer credit.

310—TEACHING IN THE ELEMENTARY SCHOOL. This course will explore the goals and aims of elementary education and examine prevailing curricular programs and materials in the elementary grades. Various patterns for organizing and staffing elementary schools will be studied with attention directed toward important considerations, methods, and techniques for teaching elementary age children. To supplement the campus classroom work, students will be assigned two hours a week of field experience working with a teacher in an elementary school setting. Additionally, ten hours of tutorial instruction on the curriculum, resources, and methods of the student's special teaching field are required. Open only to students completing requirements for Special Certificates (K-12). (First semester) **Staff. 3**

312—LITERACY AND LEARNING: THEORY AND PRACTICE. The purpose of this course is to help teachers improve their students' performance in their subject fields by using reading and writing processes. Emphasis is on theories of reading and writing, on approaches for solving problems related to these processes, and on teaching students to read and write critically. The course includes a 30-hour commitment to a field experience in an area school classroom and is a prerequisite for the professional semester. (First semester) **Robertson. 4**

345-346—SPECIAL PROBLEMS. Independent study or seminar work on selected topics under the guidance of staff members. Prerequisite: Consent of chairperson. **Staff. 2-4**

361-362—DIRECTED STUDY. **Staff. 3**

363-364—INDEPENDENT STUDY.

390—CRITICAL PEDAGOGY: GENDER, RACE AND CLASS IN U.S. EDUCATION. In its examination of current critical issues in U.S. education, the central concern throughout this course is the relationship between school and society. Readings are drawn from history, the social sciences and philosophy. Particular attention is given to critical and feminist pedagogies. Among the issues discussed are reform movements, school funding, bilingual programs, gender equity, urban schooling and multicultural education. This course includes a two-hour commitment each week to social service agencies.
Robertson. 4

399—ADVANCED TOPICS IN EDUCATION. A general category used only in the evaluation of transfer credit.

410—GENERAL METHODS OF TEACHING. A study of procedures and activities employed in teaching, including planning, teaching strategies, use of educational media, evaluating, and classroom management. Attention is given to the use of written discourse between teacher and students and among students to develop and extend students' understanding of the discipline; various student groupings (collaborative, cooperative learning, peer teaching); different learning styles (visual, auditory and tactile, for example); instructional activities designed to sharpen skills of critical analysis; and using a variety of assessments (performance assessment, portfolios, authentic assessment and tests) to monitor learning and make instructional decisions. **Graves. 2**

411-02—411-08—SPECIAL METHODS OF TEACHING. Students learn about the objectives, materials, resources and special methodologies appropriate to their specific teaching fields. Attention is given to strategies which promote students' articulation of ideas and problem solving; the use of research, resources and technology in teaching and learning; planning activities for a culturally diverse classroom, including consideration of students with limited English proficiency or special needs; and the integration of subject material to life in the "real world." **Staff. 2**

415—STUDENT TEACHING. Eligibility contingent upon approval of the Teacher Education Committee (see Enrollment in the Teacher Education Program) and acceptance by the school to which assigned.

A full-time commitment to the school will be expected, during which the student will teach at least four classes and perform other duties normally associated with the teaching profession. Prerequisites: Psych 100, Ed 213, 250, 312, 390 and 410. (Second semester) **Robertson, Graves. 10-12**

421—SENIOR SEMINAR. Students engaged in student teaching reflect critically and analyze their experience and the relationship between school and society. **Robertson, Graves. 1**

Educational Studies

Lyn Robertson, Coordinator

Individual staff members from the Departments of Education, Philosophy, Psychology, Sociology/Anthropology, and Communication.

Guidelines

The interdepartmental major and minor in Educational Studies are designed to teach participants about important educational issues in our society and to provide the background for service or careers in non-school settings.

The major might be especially appropriate for the person with a broad interest in educational matters or in educational departments of hospitals, correctional institutions, museums, zoos, mental institutions, and churches. The minor could be accompanied by a departmental major in one of the disciplines with an obvious relationship to a particular career, e.g., biology and outdoor education, or art history and museum education.

Neither program is intended to have a narrow vocational focus. Rather, both are designed with the recognition that the liberal arts can be related to the "real world" of informed citizenship as well as provide the context within which numerous careers in education are developed.

Major in Educational Studies

The major requires a minimum of 32 semester hours of credit, including a core of 22 semester-hours distributed among several departments. A concentration of at least four courses must be completed in either the Department of Psychology, Sociology/Anthropology, or Communication. Additional courses may be chosen from Education and Philosophy in consultation with the Coordinator. Supplementing formal coursework are a required non-credit media workshop and an appropriate internship (e.g., May Term, summer job). Four or more courses taken for the major must be at the 300 or 400 level. Required core courses are the following:

Education 250, "The Learner and the Teacher" (4 sem. hrs.) (prerequisite: Psych 100)

Education 390, "Critical Pedagogy: Gender, Race and Class in U.S. Education" (4 sem. hrs.)

Psychology 330, "Cognitive Psychology" (4 sem. hrs.)

Psychology 331, "Research in Cognitive Psychology" (2 sem. hrs.)

Sociology/Anthropology 214, "American Society" (4 sem. hrs.)

Communication 147, "Media Literacy," Communication 223, "Persuasion," or Communication 306, "Organizational Communication" (4 sem. hrs.)
Internship in Educational Services (May Term or other approved activity)
Workshop in Selection and Use of Media (approximately 4 clock-hours)
An additional course requiring service-learning chosen from the remainder of the Denison curriculum.

Minor in Educational Studies

Requirements for the minor are similar to those for the major but are less extensive. Students must complete a minimum of 22 semester hours of course work. This includes a required core of 16 semester hours. The non-credit media workshop and internship apply to the minor as well as the major. Required core courses are the following:

Education 250, "The Learner and the Teacher" (4 sem. hrs.) (prerequisite: Psych 100)
Education 390, "Critical Pedagogy: Gender, Race and Class in U.S. Education" (4 sem. hrs.)
Sociology/Anthropology 214, "American Society" (4 sem. hrs.)
Communication 147, "Media Literacy," Communication 223, "Persuasion," or Communication 306, "Organizational Communication" (4 sem. hrs.)
Internship in Educational Services (May Term or other approved activity)
Workshop in Selection and Use of Media (approximately 4 clock-hours)

English

Professor Desmond Hamlet, Chair

Professors David Baker, Desmond Hamlet, Anne Shaver; Associate Professors Kirk Combe, James P. Davis, Richard A. Hood, Linda Krumholz, Lisa J. McDonnell, Dennis Read, Sandra Runzo; Assistant Professors Mathew Chacko, Gareth Euridge, Greg Polly, Fred Porcheddu, Ann Townsend, Marlene Tromp; Poet-in-Residence Paul L. Bennett

Departmental Guidelines

The English curriculum is intended to serve the general needs of the liberal arts student, and at the same time provide coherent programs for the more specialized needs of students who wish to major in literature or in writing. Of interest to all students are the opportunities made possible by the endowed Harriet Ewens Beck Fund, which has brought such writers as Eudora Welty, Ernest Gaines, Alice Walker, Galway Kinnell, Tom Stoppard, Louise Erdrich, Carolyn Forche, and Mark Strand for visits or short residencies each year.

The English Major

To major in English, all students must take a minimum of nine courses in the department, excluding FYS101. Three of these will be English 213, 214, and 230, to be taken preferably in the first and second years. A fourth will be English 400,

the senior seminar. Of the remaining five courses, three must be at the 300 or 400 level. Beginning with the Class of 1995, one 300-level course must focus on literature before 1900. Senior Research and Honors projects are the equivalent of upper division courses.

The Writing Concentration

To major in English as writers, students must take the same number of courses (9), the same four required courses (213, 214, 230 and 400), English 237, and at least three courses at the 300 level, including one 300-level writing course and a two-semester senior project.

All writing courses conducted as workshops assume that each student will participate both as a writer and as a responsible critic of the writing of others. A student majoring in writing should not enroll for more than one writing course per semester.

The English Minor

To minor in English, students must take English 213, 214, and 230, and three additional courses, two at the 300 or 400 level. The senior seminar may be elected as one of these.

Special Courses for Teacher Certification in English

In addition to the required literature courses for the major or minor, a student who is preparing to teach English in secondary schools should include in his or her courses for certification: either 237 or 384, 346 (or approved equivalent), and 215.

Course Offerings

FYS101—WORDS AND IDEAS. The primary goal of this course will be to develop the reading and writing abilities of entering students. Attention will be given to the relationship between careful reading, critical reasoning, and effective writing. Course requirements will include a library assignment and special attention will be given to the research skills needed to complete it.

199—INTRODUCTORY TOPICS IN ENGLISH. A general category used only in the evaluation of transfer credit.

200—THE LITERARY IMAGINATION. An introduction to literary types, this course will emphasize close interpretive reading of poetry, fiction, and drama. We will study how literature works as well as what it says. Open to all students as a first course in literature. **Staff. 4**

201—EXPOSITORY WRITING. This is a second course in essay writing open to students who have completed F.S. 101. Students will review the basic skills of organization and development, then concentrate on mastering styles appropriate to their own academic or personal needs. **Staff. 4**

210—STUDIES IN LITERATURE. An intensive study of selected writers, works, literary genres, or themes. May be taken more than once for credit. **Staff. 4**

213—BRITISH LITERATURE FROM BEOWULF TO DRYDEN. This historical view of the first ten centuries of British literature surveys the epic from *Beowulf* to *Paradise Lost,* drama from the Middle Ages through the Restoration, and poetry and poetic theory as they develop over time. The reading list varies but will include a variety of authors such as Chaucer, the *Pearl* poet, Kempe, Sidney, Shakespeare, Donne, Cavendish, Wroth, Milton, and Behn. **Staff. 4**

214—BRITISH LITERATURE FROM SWIFT TO HARDY. This historical view of major trends in British literature from 1700 to about 1900 surveys the development of poetry from the Age of Enlightenment

through the Romantic and Victorian eras and also includes 18th Century drama, representative fiction and important essays. Among the authors taught will be Pope, Johnson, Swift, selected Romantic poets, Tennyson, Browning, Arnold. The course will include no more than three representative novelists, such as Austen, the Brontes, Dickens, Eliot, or Hardy. **Staff. 4**

215—SHAKESPEARE. A study of the principal plays. **Staff. 4**

218—THE BIBLE AS LITERATURE. A comparative literature approach to about half of the books of the Old and New Testaments in a modern reader's form of the King James translation with emphasis on story content and poetic idioms. **Staff. 4**

219—MODERN BRITISH AND AMERICAN POETRY. A study of selected works by modern poets such as Hardy, Yeats, Eliot, Stevens, H.D., Moore, Auden, Plath, and Brooks, with some attention to various schools and movements such poets represent. **Staff. 4**

220—MODERN BRITISH AND AMERICAN FICTION. Selected works by Conrad, Joyce, Woolf, Lawrence, Forster, Wharton, Hemingway, Fitzgerald, Wright, Faulkner, Welty, Ellison, and several other 20th century writers of fiction. **Staff. 4**

225—WOMEN IN LITERATURE. Selected works by and about women, literature which explores women's traditional as well as changing roles and examines the many facets of women's unique position, experience, and perspective on the world. Our goal is a more accurate understanding of the behavior and experiences of men and women and the implications of sex and gender to our art and in our lives. **Staff. 4**

230—AMERICAN LITERATURE BEFORE 1900. This survey of American literature before 1900 will include works by representative women, Black, and Native American writers, by Emerson or Thoreau, and by Hawthorne, Melville, Whitman, Dickinson and Twain. **Staff. 4**

237—CREATIVE WRITING. An introductory course in the writing of fiction and poetry. The first part of the term consists of reading in both genres and assigned exercises in technical elements such as description, imagery, dialogue, characterization, and point of view; during the second part students may concentrate on writing in the genre or genres of their choice. **Staff. 4**

240—THE MODERN DRAMA. A study of drama from Ibsen to the present, with emphasis upon the works of British and American playwrights. **Staff. 4**

245—HUMAN DIVERSITY THROUGH LITERATURE. A study of selected works by and about bisexual, gay, and lesbian people, literature which explores the changing position and concerns of homosexual individuals and communities in the 20th century. Our goal is a more accurate understanding of the particular experiences, perspectives, and behaviors of lesbians, gay men, and bisexuals and also of the implication of sex and gender to the art and lives of all people today. Individual sections of the course may sometimes focus entirely on men, sometimes on women, sometimes on the whole community. **Staff. 4**

255—ETHNIC LITERATURE. An introductory study of Black, Hispanic, Native American, Asian American, and Jewish literature in America, emphasizing the modern period. **Staff. 4**

259—ORAL TRADITION AND FOLK IMAGINATION. An inquiry into the methodology of folklore study and an examination of the folk idiom in the Afro-American experience, its tragedy and comedy, pathos and humor, blues and soul. **Staff. 4**

291—NATURE AND THE LITERARY IMAGINATION. We will explore several questions about humanity's relationship with the rest of nature, working with a range of writers from various fields including literature and science. **Staff. 4**

298—THE LITERATURE OF PLACE: In and Around London. We will read from a variety of texts — old and new, prose, poetry and drama — all drawn from works of literature that seem relevant to a particular environment. The course will consist of reading, talking, writing and hearing about those texts, particularly as the idea of place contributes to their effect as works of literature. In May there will be an optional summer seminar which will make it possible for participants to visit the places themselves. The summer seminar will carry two hours of academic credit and will be evaluated separately. **Staff. 4**

299—INTERMEDIATE TOPICS IN ENGLISH. A general category used only in the evaluation of transfer credit.

310—STUDIES IN LITERATURE. An intensive study of selected writers, works, literary genres, or themes. May be taken more than once for credit. **Staff. 4**

314—THE ART OF THE MODERN SHORT STORY. The course will involve close reading of short stories from Chekhov to the present and will focus on the techniques of the short story form, emphasizing its special ways of achieving the poetic effects that make it a separate genre and not merely a shorter version of the novel. **Staff. 4**

325—AFRICAN-AMERICAN WOMEN'S LITERATURE. This course focuses on the literary, cultural, and oral traditions of 20th century African-American women writers. **Staff. 4**

326—NATIVE AMERICAN LITERATURE. This course focuses on literature written by Native Americans in the 20th century with attention to literary and cultural traditions such as the oral tradition and the sense of place. **Staff. 4**

340—CONTEMPORARY DRAMA. British and American drama from 1956 to the present. **Staff. 4**

341—STUDIES IN THE ENGLISH NOVEL. Selected works by such writers as DeFoe, Richardson, Fielding, Sterne, Austen, Emily Bronte.

342—STUDIES IN THE CONTEMPORARY NOVEL. Selected works by some major writers of the 40's and contemporary novelists such as Graham Greene, John Hawkes, John Updike, John Barth, John Fowles, Doris Lessing, Saul Bellow, Margaret Atwood, and Toni Morrison.

Staff. 4

343—STUDIES IN CONTEMPORARY POETRY. A study of selected works of major and representative poets since 1945, such as Robert Lowell, Anne Sexton, James Wright and Robert Hayden; significant movements, such as Confessionalism, Deep Imagery, Beat Poetry and movements informed by issues of race, gender, politics; and basic theories of contemporary poetics. **Staff. 4**

346—THE ENGLISH LANGUAGE. A study of the language and its development. In addition to covering the history of English, units within the semester will survey general linguistics topics, contemporary literacy controversies, and the social implications of dialect variation and change. **Staff. 4**

349—STUDIES IN EUROPEAN LITERATURE. Selected complete works in translation from Dante through Cervantes, Moliere, Goethe to Ibsen and Tolstoy. **Staff. 4**

355—THE HARLEM RENAISSANCE. Analyzes the interrelationship between the cultural phenomenon of the Harlem Renaissance and the general social, economic, and political conditions of the era, particularly as such conditions helped shape the development and the ultimate consequences of the Renaissance. **Staff. 4**

356—THE NARRATIVE OF BLACK AMERICA. A literary study of representative samples of Black literature ranging from slave narratives to contemporary Black fiction. **Staff. 4**

357—POSTCOLONIAL LITERATURE AND CRITICISM. A survey of the literature of Latin America, South America, Africa, and the Caribbean; organized under the rubric of the "Black Aesthetic," and illustrative of both the particularity and universality of the human condition. **Staff. 4**

361-362—DIRECTED STUDY. Offers the student an opportunity to develop, with the help of an interested professor, a special program of study in a given topic for one semester. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3**

365—STUDIES IN MEDIEVAL AND RENAISSANCE LITERATURE. Selections of poetry and prose from the Middle Ages through the English Civil War. **Staff. 4**

366—STUDIES IN EARLY SEVENTEENTH AND EIGHTEENTH CENTURY BRITISH LITERATURE. The poetry, prose, and drama of the Restoration from the Civil War through the end of the 18th century. **Staff. 4**

367—STUDIES IN ROMANTIC AND VICTORIAN LITERATURE. Selected works from the writings of Romantic and Victorian authors, emphasis on poetry and nonfictional prose. **Staff. 4**

368—STUDIES IN NINETEENTH CENTURY AMERICAN LITERATURE. This course will focus intensively on works from the American Literary Renaissance, as well as later American works in the nineteenth century. There will be an emphasis on close reading and on relating the literary works to important cultural developments of the period. **Staff. 4**

369—STUDIES IN EARLY AMERICAN LITERATURE. A study of the writing of early America. Readings could range from early Native American texts, through Puritanism and Deism, the Revolutionary War, to the beginnings of American drama, fiction, Romanticism. **Staff. 4**

371—CHAUCER. A survey of Chaucer's verse and prose, including the *Canterbury Tales* and selected shorter works, with significant attention to their historical and material contexts. **Staff. 4**

374—MILTON. A study of *Paradise Lost* and selected shorter poems. **Staff. 4**

375—RESTORATION AND 18th CENTURY DRAMA. A study of the staging, production, acting and sociopolitical context of early modern British and American drama. **Staff. 4**

379—LITERARY CRITICISM. The theory of literature, its criticism and scholarship. This course may also fulfill the English 400 requirement. **Staff. 4**

383—NARRATIVE WRITING. A workshop course in fiction writing. Requires wide reading in contemporary fiction and approximately 15,000 words of prose. **Staff. 4**

384—ESSAY AND ARTICLE WRITING. A workshop course in expository writing. Requires wide reading in essays and articles and approximately 15,000 words of exposition. **Staff. 4**

385—POETRY WRITING. A workshop course in poetry writing. Requires wide reading in poetry and the writing of 15 to 20 finished poems. **Staff. 4**

399—ADVANCED TOPICS IN ENGLISH. A general category used only in the evaluation of transfer credit.

400—SENIOR SEMINAR. A required course for seniors which is organized around a theme or topic. All sections require frequent short reports to the class on research or reading. Each student will write a long paper as the basis for a major seminar presentation. **Staff. 4**

451-452—SENIOR RESEARCH. Senior students may work on an individually designed project for as much as two full semesters. A student whose project seems likely to result in distinguished work and who satisfies other requirements for honors may petition to have his or her senior research transferred to 461-462. **Staff. 4**

453-454—SENIOR WRITING PROJECT. Required for Writing Concentration. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. Open only to a student whose senior research is in progress. **Staff. 4**

Environmental Studies (ENVS)

Assistant Professor Abram Kaplan, Director

Full-time ENVS faculty: Abram Kaplan, Katrina Smith Korfmacher

Active faculty: John Cort, Susan Diduk, Tod Frolking, Carol Goland, Amy Green, David Greene, Harry Heft, Paul King, Karl Korfmacher, Frederick Learey, Tammy Lewis, Jonathan Maskit, Juliana Mulroy, William Nichols, Brigitte Ramos, Thomas Schultz, Bahram Tavakolian, Steven Vogel, Wesley Walter, Lynn Zimmerman, Andrea Ziegert

Additional resource faculty: Eloise Buker, Richard Hood, Eduardo Jaramillo, Jack Kirby, Bernadita Llanos, Robert Malcuit, Kent Maynard, Mike Mickelson, Jim Pletcher, Lyn Robertson, Mitchell Snay, Charles Sokolik, Ann Townsend

Program Guidelines and Perspective

Environmental Studies is an interdisciplinary inquiry into the relationship between humans and the environment. Both a major and a minor are available to students with an interest in the rigorous study of these issues. The major requires students to develop a specific environmental focus as a concentration in addition to the environmental core courses. Students who wish to major in Environmental *Science* may do so through the Individually Designed Major (IDM) program at Denison. The minor in ENVS allows students to integrate an environmental focus with their major field of study. As an interdisciplinary area, Environmental Studies draws on work in the natural sciences, the life sciences, the social sciences, and the humanities. It endeavors to bridge these many intellectual approaches and perspectives in the hope that students will gain deeper understanding of the environmental problems facing the world. Among issues of concern and investigation are resource utilization, the impact of technology on the ecosystem, relationships between the environment and sociocultural systems, geographic information systems analysis, environmental economics and policy, conservation of biological diversity, nature writing, alternative dispute resolution, environmental psychology and environmental ethics.

Major Requirements

The Environmental Studies major involves 14-16 courses from <u>four categories</u> as follows:

A) *Three core courses* required of all majors:
ENVS 100 Introduction to Environmental Studies (Fr./So. only)
ENVS 240 Environmental Policy and Problem Solving (prereq: ES 100)
ENVS 400 Environmental Capstone Seminar (prereq: ES major; to be taken Spring senior year)

B) *Two environmental science courses*, including at least one with a prereq.
BIOL 200 Ecology (prereq: BIOL 110 <u>and</u> BIOL 111)
GEOL 200 Environmental Geology (prereq. GEOL 110 <u>or</u> GEOL 111)
CHEM 212 Environmental Chemistry (prereq. CHEM 121 <u>and</u> 122)

If taking only one of the science courses listed above, take one of these in addition:
An appropriate **FYS 102** (First-year topical seminar)
PHYS 100 Current Topics in Physics (Environmental focus only)

Here are some possible combinations to make this more clear: BIOL 200 + GEOL 200 (5 courses including prereqs.), BIOL 200 + FRST 103 (4 courses), CHEM 212 + FRST 103 (5 courses), BIOL 200 + PHYS 100 (4 courses) or GEOL 200 + PHYS 100 (3 courses). Note that PHYS 100 + FRST 103 alone is *not* sufficient.

C) *Three social science/ humanities courses* (including at least one humanities and one social science course) from the following list (consult ENVS Program for approval of courses not listed).

Humanities
ENGL 291 Nature and the Literary Imagination (no prereq.)
ENVS 301 Environmentalism: Text and Context (no prereq.)
ENVS 301 Ecofeminism (prereq: ENVS 100, WMST 100, PHIL 100 or consent)
ENVS 322 People and Cultures of Africa (soph/jr/sr/honors or consent)
HIST 267 The American West (no prereq.)
HIST 281 Environmental History of North America (no prereq.)
HIST 283 Plagues and Peoples (no prereq.)
PHIL 260 Environmental Ethics (prereq. PHIL 101, FRST 104 or consent)
REL 205 Religion and Nature (soph standing, no prereq.)

Social Science
ECON 327 Environmental Economics (prereq. ECON 202 or consent)
ECON 340 The Economics of Sustainability (prereq: ECON 202 or consent)
ENVS 262 Environmental Dispute Resolution (prereq. ENVS 100)
ENVS 272 Science in Environmental Decisions (prereq. ENVS 100)
ENVS 274 Ecosystem Management (prereq. ENVS 100)
ENVS 284 Environmental Planning and Design (prereq. ENVS 100)
ENVS 301 Environmental Education (prereq. ENVS 100, EDUC 213, EDUC 250, or consent)
ENVS 301 Environmental Risk Assessment (prereq. ENVS 100)
ENVS 302 Environmental Regulation and Law (prereq. ENVS 100 or consent)
POSC 228 Politics of the Global Environment (no prereq.)
PSYC 320 Environmental Psychology (consent)
SA 244 Environment, Technology, and Society (no prereq.)
SA 245 Ecology and Culture (prereq. SA 100 or consent)
SA 321 Development, Women & Ecology (prereq. SA 100 or SA 210, ENVS 100 or WMST 101)
SA 333 Tourism and Social Change (prereq. SA 100)

D) Concentration: *6 additional, advanced courses*: proposal due mid-February of sophomore year. Obtain information on specific concentration proposal sequence from ENVS Program office.

Note: A total of up to 3 GE's may be satisfied within the ENVS major; up to two courses may be double counted between the major and a second major/ minor; no double counting is allowed within the major.

Study Abroad Programs

Students are encouraged to participate in study abroad programs when appropriate to enhance the concentration area or otherwise supplement course offerings at Denison. Students wishing to do so must go abroad prior to their senior year. Further, any courses taken abroad that serve as substitutes for courses listed above or which are otherwise used to satisfy elements of the Environmental Studies major must be approved in advance of the student's departure for the off-campus program by the Environmental Studies Director.

Minor Requirements

Students wishing to minor in Environmental Studies must complete six courses: ENVS 100, ENVS 240, *one* upper level environmental science course (CHEM 212, BIOL 200 or GEOL 200 and prereqs., this represents at least two classes), *one* environmentally-related Social Science course, *one* environmentally-related Humanities course, and *one* additional course, which must be taken outside the student's major, from a pre-approved list available from the Environmental Studies Program office.

Note: Students wishing to alter their minor requirements should consult with the Director. NO double-counting is allowed between these six courses and the student's major.

Course Offerings

Environmental Studies

100—INTRODUCTION TO ENVIRONMENTAL STUDIES. A systematic introduction to the range of environmental problems facing the world today, and an overview of solutions to those challenges through governmental action, collective efforts, and personal initiative. The course provides an initial sense of the interdisciplinary study of the relationship between humans and the environment. As a foundation for further work in Environmental Studies, this course is essential for students who wish to minor or major in this program. (Fresh/Soph. only) **Kaplan/Korfmacher/Korfmacher, Karl. 4**

230—INTRODUCTION TO ENVIRONMENTAL MAPPING. Approximately 80% of all data used by businesses and the US government has a geographic component. This course is intended to introduce students to spatial analysis and environmental problem solving skills and tools using maps, aerial photography, global positioning systems (GPS) and geographic information systems (GIS). Case studies will illustrate environmental applications and explore the ways in which these media have been used and misused. Students will learn how to read and interpret maps and aerial photography, calculate scales and errors, create thematic maps through attribute query, use basic GIS functions (such as buffers, unions, and splits), and conduct primary GIS analyses, such as site assessments and neighborhood analyses. This course will use ArcView for the GIS component and students should be comfortable using computers. **Korfmacher, Karl. 4**

240—ENVIRONMENTAL POLICY AND PROBLEM SOLVING. This course has two aims: first, it provides an introduction to the realm of legislation, local planning, and policy options for environmental protection and preservation. Second, the course develops environmental problem solving skills, including basic quantification techniques, data analysis and presentation, statistical interpretation, and graphical portrayal of information using commercial software packages. Students develop skills in identifying environmental problems, proposing and assessing solutions and analyzing data to ascertain likely policy outcomes. Prerequisite: ENVS 100. **Kaplan/Korfmacher. 4**

262—ENVIRONMENTAL DISPUTE RESOLUTION. An in-depth investigation of alternative dispute resolution (ADR) as an improved means to affect change in environmental conflict. Both an intellectual and hands-on introduction to the theory and practice of ADR, relying on research into theoretical aspects of conflict, attendance at both conventional litigatory and ADR hearings, and actual participation in ADR exercises. Prerequisite: ENVS 100. **Kaplan. 4**

272—SCIENCE IN ENVIRONMENTAL DECISIONS. Information is central to environmental conflicts. Yet, we seldom have perfect information about what the outcome of an environmental management decision will be. In the first part of the course, we will study decision analysis, a model for how rational decisions can be made under uncertainty and conflicting objectives. The second part of the course will examine perspectives of scientists, non-profit groups, feminists, and others on why the rational model does not always predict the environmental decision making we observe in the real world. Finally, the course investigates the discovery of a toxic dinoflagelette called *Pfiesteria piscida* in the coastal waters of North Carolina and its policy implications. Prerequisite: ENVS 100 or consent. **Korfmacher. 4**

274—ECOSYSTEM MANAGEMENT. Observers of environmental management agree that traditional, single-sector environmental management will not prevent degradation of complex ecosystems. Ecosystem management—the integrated management of all aspects of the system—has been proposed as a solution. This course examines ecosystem management as a mode of public decision making, focusing on issues of uncertainty and information, the role of the public, and institutional scope and scale. Prerequisite: ENVS 100 or consent. **Korfmacher. 4**

284—ENVIRONMENTAL PLANNING AND DESIGN. This course examines a variety of local environmental planning processes and issues, focusing primarily on the communities surrounding Denison (Granville, Licking County), as well as the theories, concepts and tools of design, both at a community level and for individual buildings. Particular attention will be paid to controversial models of architecture and planning in order to understand some of the negative implications of conventional approaches. Field trips, group exercises, research and project competitions will form the basis for course evaluation. Prerequisite: ENVS 100 or consent. **Kaplan/Learey. 4**

301-302—ENVIRONMENTAL TOPICS. This course provides students with an opportunity to investigate particular issues from diverse perspectives in the environmental area. Environmental challenges and solutions of local, national and global scale are addressed, typically with a hands-on and interactive format. This course is offered on an irregular basis with unique topics in each version; students may enroll in this course more than once. Topics may include environmental education, environmental regulation and law, biodiversity, risk assessment, solar energy siting, environmental impact assessment, etc. Prerequisite: ENVS 100. **Staff. 2-4**

351—ADVANCED GIS. Using UNIX-based software (Arc/Info and ArcView 3.0), students will explore advanced applications of Geographic Information Systems (GIS) in environmental assessments, natural and physical science applications, and spatial problem solving. Examples include site suitability analysis, network routing, and habitat change detection. Course will include case study discussions, applied problem solving assignments, and independent projects (1-2). Prerequisite: ENVS 230 or consent. **Korfmacher, Karl. 4**

400—ENVIRONMENTAL CAPSTONE SEMINAR. The capstone course is for students who have majored in ENVS (ENVS minors may enroll with the consent of the instructor). The primary objective is to integrate and culminate the study of environmental issues at Denison and to develop skills in promoting environmental change. Students work in an intensive format with a real "client" and real deadlines to research a problem, assess options, recommend solutions, and evaluate outcomes. Examples of projects include energy and water conservation, local land use planning, wetlands management, reuse/recycling programs, agricultural preservation, and environmental impact assessment. Prerequisite: ENVS major, minor, or consent of the instructor. **Staff. 4**

361-362—DIRECTED STUDY. **Staff. 4**

363-364—INDEPENDENT STUDY. **Staff. 3-4**

420-421—SENIOR RESEARCH SEMINAR. Students engaged in senior research projects for ENVS (and enrolled in ENVS 451-452) simultaneously enroll in ENVS 420-421. **Staff. 2**

451-452—SENIOR RESEARCH. **Staff. 4**

Note: The above list is a current list of environmentally relevant courses; other courses may be relevant to individual students' concentrations. Following are examples of environmentally relevant courses from other departments:

Biology

200—ECOLOGY. Ecology is the study of the relationship between organisms and their abiotic environments. The course addresses theoretical and applied questions central to contemporary ecology through a combination of field and laboratory studies, at the level of the individual, population, community and ecosystem. Because an understanding of biological diversity is so important to this endeavor, a year of organismal Biology (ordinarily BIOL 110 and BIOL 111) is pre- or co-requisite. Offered Fall semester. **Zimmerman/ Mulroy. 4**

212—HERPETOLOGY. An in-depth study of the evolution, anatomy, physiology, behavior and ecology of amphibians and reptiles. Lectures will focus on major conceptual issues in herpetology, with examples drawn from the worlds herpetofauna. Laboratories will focus on field identification, natural history, ecology and behavior of species native to the northeastern U.S. Laboratory exercises will make extensive use of the diverse herpetofauna of the Denison University Biological Reserve and surrounding area. Prerequisite: BIOL 110 or consent. Offered alternating Spring semesters. **Zimmerman. 4**

213—VERTEBRATE FIELD BIOLOGY. A course in the methods used to study free-ranging vertebrate animals. Lectures will focus on conceptual problems with estimating population size and dynamics, home ranges, territories, feeding behavior, and habitat use. Laboratories will focus on methods used to capture, identify, mark, track, and census vertebrate populations, including the use of radiotelemetry equipment and fluorescent dye markers. The classification and natural history of vertebrates will be included in both lecture and laboratory, with an emphasis on species occurring in the northeastern U.S. Laboratories will make extensive use of the vertebrate fauna of the Denison University Biological Reserve and nearby areas. Prerequisite: BIOL 110 or consent. Offered alternating Fall semesters. **Zimmerman. 4**

220—PLANT SYSTEMATICS. Students learn how flowering plants are classified, named, and identified. We cover about 50 plant families in detail, including tropical and temperate representatives (mostly using material from living plants), learn how to use floras and keys to identify local species, and learn how to find information about plants in traditional and electronic sources. This course provides important background for students planning to do field work in ecology, plant-animal interactions, natural history, environmental education, and related subjects. Prerequisite: BIOL 111. **Mulroy. 4**

221—SPECIAL TOPICS IN PLANT ECOLOGY. For students who have had a general ecology course, this is an opportunity to explore topics relating to the ecology of plants in greater depth. Topics vary each time the course is taught, and focus on subjects such as plant population biology, biogeography, plant-herbivore interactions, and world ecosystems. Prerequisites: BIOL 110, 111, 200 or consent. Offered Fall semester, even years. **Mulroy. 4**

227—ENTEMOLOGY. Introduction to the biology and diversity of terrestrial arthropods with an emphasis on functional morphology, evolutionary ecology and behavior. Laboratory will include field studies of insects at the Denison University Biological Reserve and the preparation of a collection. Prerequisite: BIOL 110. Offered Fall semester, even years. **Schultz. 4**

235—COMPARATIVE ECOPHYSIOLOGY OF ANIMALS. This course will focus upon how animals function in the context of the environments in which different taxa have evolved. Our subjects will span all phyla of animals with an emphasis on non-human vertebrates. We will consider a number of

regulatory systems including respiration in aerial and aquatic media, osmoregulation in mesic and xeric environments, and thermoregulation in the arctic and deserts. Related topics will include evolutionary, anatomical, behavioral, and, especially, ecological dimensions of animal physiology. Labs will include empirical investigations of physiological systems of animals, integrated at the organismal level, with an emphasis on ecological implications. Prerequisite: BIOL 110. Offered alternating Spring semesters. **Zimmerman. 4**

270—CONSERVATION BIOLOGY. This course will address the biological concepts and methods that are applied to the determination, preservation, and management of biodiversity. Students will learn and practice methods of estimating species diversity and habitat assessment using local habitats and biota. This course will also examine human-induced threats to biodiversity, environmental ethics, and the policies designed to conserve species. Specifically we will focus on how biological research informs management decisions. Prerequisite: BIOL 110, 111. Offered alternating Fall semesters. **Schultz. 4**

280—EVOLUTIONARY BIOLOGY. This course provides a comprehensive survey of evolutionary theory with an emphasis on the processes that drive organismal change. Patterns of evolution will be interpreted in the context of population genetics and natural selection. An emphasis will be placed on integrating all biological disciplines under the paradigm of evolution. Prerequisites: BIOL 110, 111, and 112. Offered Spring semester, odd years. **Schultz. 4**

Chemistry

212—ENVIRONMENTAL CHEMISTRY. This course will address the complex chemical interactions which occur within and among the atmosphere, hydrosphere, and biosphere. Both naturally occurring and human induced processes will be covered. The course will make extensive use of current articles, the Internet, and guest speakers from a number of area companies and agencies. Outside speakers will give talks on toxicology, environmental law, analytical test procedures, remediation techniques, etc. Several classes will be devoted to an ecological risk assessment simulation developed by the American Industrial Hygiene Council. The intent on introducing the above topics is to show that decision making in the environmental arena is a multi-disciplinary process. Student participation in class will be strongly encouraged through group presentations, reports, and assignments which reflect opposing views on topics. The intent of the course is to provide students with the basic knowledge and techniques which will allow them to be informed contributors to the environmental issues which will have an impact on their lives. Prerequisite: CHEM 121, 122. Offered Spring semester, even years. **Ramos. 4**

Economics

327—ENVIRONMENTAL ECONOMICS. This course provides an examination of various economic issues facing businesses and government regarding the use of natural resources and the management of environmental quality. The format of the course will include discussion of conceptual and methodological topics, as well as applications to specific situations posing environmental dilemmas and challenges. The course will discuss issues of efficiency, equity, and valuation and will apply economic principles to topics including: global warming, energy, industrial ecology, fisheries, forests, water, and agriculture. Prerequisite: ECON 202 or consent. **Ziegert. 4**

340—THE ECONOMICS OF SUSTAINABILITY. Orthodox environmental economics has focused on the effective allocation and use of scarce environmental resources as though that use faced only relative scarcity which could be overcome by means of appropriate substitution and alternative technologies. As a result, economists have typically argued that growth is both natural and desirable—it encourages and facilitates the price changes which will cause substitution and new technology. Sustainability economics takes into consideration the issue of the appropriate scale of economic activity, because it assumes that some resources are absolutely scarce. That is, continuous economic growth may be neither possible nor acceptable because of the irreparable damage that it does to the ecological system. Prerequisite: ECON 202 or consent. **King. 4**

English

291—NATURE AND THE LITERARY IMAGINATION. We will explore several questions about humanity's relationship with the rest of nature. How, for example, has the rise of ecological science shaped the literary imagination in our time? What evidence of the "ecological imagination" can we find in earlier texts? What can we learn from cultures quite different from our own about nature and imagination? What does Wendell Berry mean when he says, "It is possible to care for each other more or differently than we care for the earth?" We will work with a range of writers from various fields, including literature and science. Prerequisite: FYS 101 or consent. **Maynard/Nichols. 1**

Geography

252—GEOGRAPHY OF NORTH AMERICA. A geographical analysis of North America with respect to the correlation of the physical, climatic, and resource background with the economic and cultural development. **Frolking. 1**

260—WEATHER AND CLIMATE. An introduction to atmospheric dynamics on local to global scales. Topics include weather observation and prediction, atmospheric measurements, global energy budgets, mid-latitude weather phenomena, global climate patterns, and the controls and effects of climate change. **Frolking. 1**

300—GEOMORPHOLOGY. The systematic study of earth surface processes and landform development in tropical, temperate, arid, and polar environments. Both classic models of landscape evolution and recent process studies will be analyzed. Particular emphasis will be given to the glacial and temperate environments of the north-central United States during the late Quaternary. Prerequisites: GEOL 110 or 111. **Frolking. 1**

Geology

200—ENVIRONMENTAL GEOLOGY. A broad survey of the geological aspects of environmental studies. The major topics to be covered will be those relating to human interaction with the natural geological environment. Topics include the study of geological hazards (earthquakes, volcanic eruptions, landslides, etc.), water quality and supplies, waste disposal and the environmental aspects of mineral resource development. Prerequisites: GEOL 111 or consent. **Greene. 1**

275—GEOLOGY OF NATURAL RESOURCES. A broad survey of the occurrence, global distribution, and abundance of energy resources as well as metallic and non-metallic mineral resources. Emphasis will be on the geological origin and evolution of the resources as well as the environmental impact of the methods of exploration, exploitation and processing of these resources for the benefit of society. Prerequisites: GEOL 110 or 111 or consent. **Malcuit. 1**

305—HYDROGEOLOGY. A systematic study of groundwater flow, groundwater resources and groundwater pollution. Emphasis will be placed on geologic materials and the dynamics of water movement, well hydraulics, regional groundwater systems, the basics of groundwater chemistry, and groundwater contamination. Prerequisites: GEOL 110 or 111. **Frolking. 1**

History

267—THE AMERICAN WEST. Broadly conceived, western history is the internal history of United States expansion. This course will cover the following: patterns of western settlement; community building and conflict; economic development; environment and environmentalism; Indian policy; debates over the meaning of "frontier," and the West in myth and imagination. **Green. 1**

281—HISTORY OF THE NORTH AMERICAN ENVIRONMENT. In this introduction to environmental history, we will consider what historian Richard White refers to as the "often unforeseen reciprocal influences operating between social and natural systems." To this end, we will consider: 1) How human attitudes and activities have worked together to reshape the North American landscape. What have been the consequences of those alterations for natural and human communities alike? 2) At the same time, how has the natural world resisted human intervention and revealed the limits of such intervention? Our approach will be loosely chronological, and we will draw on a wide range of

material—scholarly monographs, nature novels, landscape painting, documentaries, and the land itself. Note: Crosslisted with ENVS 281. **Green. 4**

Latin American and Caribbean Studies

201—INTRODUCTION TO LATIN AMERICAN STUDIES. This course introduces students to the cultural diversity of Latin America through its art, music, cuisine, dance and other manifestations of popular culture; it serves as an introduction to the Latin American and Caribbean Studies program. The course also deals with Pre-Columbian cultures, modern history including the Conquest through the 20th century, and an in-depth discussion of issues such as the Brazilian rain forest, the Mexican and Cuban Revolutions, Puerto Rican political status and Latinos in the U.S. **Jaramillo/Llanos. 4**

230—INTRODUCTION TO HISPANIC CULTURE. An introduction to the study of Hispanic cultures, both Peninsular and Latin American; this course presents the basic context of the customs, beliefs and values of the Hispanic peoples and seeks to provide basis for more advanced study. **Llanos. 4**

335—CULTURES OF LATIN AMERICA. This course introduces students to the cultural diversity of Latin America and offers a comprehensive study of the Latin American ethnos. **Ayala. 4**

Philosophy

260—ENVIRONMENTAL ETHICS. This course will consider a broad range of questions arising in the philosophy of nature, technology and the environment. Issues to be discussed include the rights of animals and of other natural entities, the possibility of non-anthropocentric ethics, the role of ecological thinking in understanding our interactions with nature. Deeper questions too will be raised: What is nature? Are humans "natural"? Is technology the source of our environmental problems, or is it their solution? Are environmental and social problems linked? What would the right relation of humans to nature look like? Readings will include works by Singer, Regan, Leopold, Callicott, Rolston, Naess, Rifkin, Bookchin, Merchant, Heidigger and others. Prerequisite: PHIL 100, or FRST 103 (Philosophy) or consent. **Vogel/Maskit. 4**

Physics

100—ENERGY AND THE ENVIRONMENT. Designed principally for students not contemplating a major in the sciences, but who nevertheless wish to develop their ability to figure things out about the physical world for themselves. Recently, the course has focused on the physics of societal concerns such as the energy crisis. The laboratory, an integral part of the course, will serve to introduce the student to the observation, measurement, and analysis of phenomena directly related to topics studied in the course. Open to seniors by consent only. Mathematical preparation is assumed to include high school algebra and geometry. **Walter. 4**

Political Science

228—POLITICS OF THE GLOBAL ENVIRONMENT. This course examines the political aspects of assessing and addressing threats to the environment. Course material focuses on the challenges of sustainable development in low income countries, international environmental problems, the historical relationship between human activities and ecological change in selected case studies, and theoretical perspectives on environment and politics. This is not a course on physical processes of environmental problems, but rather a course on the ways in which international institutions, national and local political communities and social scientists perceive, organize and respond to environmental threats. This course emphasizes the political, economic, and theoretical contexts within which efforts are made to act on environmental threats. No prior knowledge of environmental or political science is required; however, students should be prepared to read and interpret detailed social science texts, to formulate and articulate cogent arguments, and to conduct independent research. **Pletcher. 4**

Psychology

320—ENVIRONMENTAL PSYCHOLOGY. An examination of the relationship between the environment and psychological processes. Topics studied include early environmental experiences and development, environmental stressors such as crowding and noise, territoriality and privacy, environmental aesthetics, cognitive maps and way-finding behavior, effects of institutional size on performance, and attitudes toward the natural environment. Prerequisite: PSYC 100 or consent. **Heft. 4**

Religion

205—RELIGION AND NATURE. An investigation of the religious value of nature in Christianity and Buddhism, and in particular in America and Japan. We look at how people in these cultures have viewed the place of humanity within the world of nature, and the relationships among humanity, God and nature. **Cort. 4**

Sociology/Anthropology

244—ENVIRONMENT, TECHNOLOGY, AND SOCIETY. This course will explore the relationships between social institutions, their environments and technology. We will examine the process by which these three elements interact, change, and are manifested. These three elements define the human, or individual, proportions of our immediate ecosystem. Social institutions must gather, process and distribute energy resources in order for their members to survive. Technologies, material and ideational, become means of adaptation societies use to reduce uncertainty and minimize the costs associated with producing energy by manipulating and changing their physical environments. The course will examine these issues, requiring students to apply these concepts in real world contexts. **Lewis. 4**

245—ECOLOGY AND CULTURE. In this course we will examine human adaptations to diverse present-day environmental zones. The central question we ask is: How successful are traditional societies at maintaining ecosystem balance? We will look at biological and cultural means by which traditional human societies solve environmental challenges in zones such as the arctic, high altitude tropical mountains, arid lands, and tropical rainforests. In this examination, we will consider hunter-gatherer economics, swidden agriculture, and intensive farming systems. We establish how and if these groups are adapted to their environment, as well as how such adaptations may be enhanced or disrupted by outside influences, especially development efforts. We will also address non-adaptive behaviors, in traditional societies as well as our own. **Goland. 4**

321—WOMEN, DEVELOPMENT, AND ECOLOGY. The focus of this course will be on two interrelated issues: 1) the impacts of socioeconomic change on the roles and life-experiences of women in developing societies, and 2) the social and economic contributions of women within the development process. By adopting a cross-cultural perspective, we intend to investigate how and why global patterns of socioeconomic change have had markedly different effects on the lives of women in diverse regions of the world. A further consideration dependent upon our cross-cultural approach will be an evaluation of the appropriateness of Western-style change, including feminist orientations toward women's liberation, within Third World contexts. Prerequisite: SA 100 or consent. **Tavakolian/ Diduk. 4**

322—PEOPLE AND CULTURES OF AFRICA: HUNGER IN AFRICA? This course is a historical, comparative and ecological examination of hunger in Africa. It examines prevailing theories and debates that seek to understand the marked decline over the last twenty-five years in Africa's ability to meet its food needs. The effects of environmental degradation, low rainfall, as well as economic, political and social impediments to food self-sufficiency will receive examination. Special attention will be give to "internal" and "external" conditions that cause and/or exacerbate problems of hunger, for example, national policies focused on food production and distribution versus international market structure and attempts to promote food relief and hunger prevention programs. A central theme is that issues of status, prestige and power intervene to allocate scarce resources which, of course, include food. Note: Must register under HNRS 288-01. **Diduk. 4**

333—CAUSES AND CONSEQUENCES OF CHANGE. This course analyzes the sources, processes, and directions of social and cultural change. It examines different theoretical models which account for social change. Of particular importance are conceptual distinctions between evolution, modernization, industrialization, urbanization, revolution, economic development, and cultural domination. Possible topics for exploration may include change brought through population increase, the growth of technology, exploitation of resources, migration and hunger. Prerequisite: SA 100 or consent. **Lewis/Diduk. 4**

Additional courses in these and other departments are anticipated. Students should consult with the Environmental Studies Program for additional information.

First-Year Program

Dean: Donald G. Schilling

First-year seminars introduce entering students to the rigors and rewards of college courses in the liberal arts. Limited to a maximum of 18 students, each seminar offers students the opportunity to expore a particular issue, interest or problem in depth and to develop or refine critical academic skills and the habits of mind necessary for success in college. These smaller classes allow for substantial dialogue between teacher and students, student-to-student interaction, and experimentation with teaching/learning methods.

First-year seminars are designed to achieve a number of goals: a) providing courses exclusively for first-year students in an environment that encourages active participation in the learning process; b) enhancing student writing skills by making writing a significant element in every seminar; c) strengthening abilities of students to read and think critically, to express themselves cogently, and to use library resources effectively; d) generating intellectual excitement through sustained engagement with a chosen topic.

Each student is required to take two seminars during the first year. These courses can be taken in any order or simultaneously. One must be First-Year Seminar 101 which has the teaching of writing as its primary focus. While faculty organize these courses around particular themes, they require numerous writing assignments and revisions along with instruction in the process of writing. The second requirement is met by First-Year Seminar 102, one of the topical seminars in which frequent writing assignments are evaluated for style as well as content. Most of the FYS 102 seminars fulfill a General Education requirement.

First-Year Seminar 101—WORDS AND IDEAS. Each seminar addresses an engaging subject and has, as a primary goal, developing the reading and writing abilities of entering students. Attention is given to the coherent process of careful reading, critical reasoning, and effective writing. FYS 101 fulfills the writing requirement. Some recent FYS 101 seminars have had the following topical emphases: *Defining the World, Defining Ourselves; Popular Words and Cultural Ideas; Education in the Community: Theory and Practice; Reading Popular Culture, Classic Women Writers* **4 credits.**

First-Year Seminar 102—Topical seminars offered on a variety of subjects by faculty from all divisions of the college. Examples of recent seminars are: *Faith in a Secular Age; Moral Quandaries at the Beginning of Life; Different Voices: Outsiders in Pre-Industrial Europe; Moons, Madness, and Methodology; The Sociocultural Study of Popular Music, Second-hand Lives: Images and Realities of Poverty and Hunger in American Life; The Slavery Controversy in America, 1830-1860; Borders of the Human: Animals, Technology, and other Incursions; South Africa: the Long Walk to Freedom; Aesthetic Inquiry and Imagination: Performance and Theories of the Beautiful.* **4 credits.**

Geology and Geography

Faculty

Associate Professor Tod A. Frolking, Chair

Professors Kennard B. Bork, Robert J. Malcuit; Associate Professor Tod A. Frolking; Assistant Professor David C. Greene

Departmental Guidelines

The Geology and Geography curriculum is designed to present introductory-level courses for students having a general interest in the geosciences, while also offering a sufficient range of advanced courses to allow a student to develop a strong major in Geology. A number of Geology courses reflect an increased concern with the earth's environment. The Geography curriculum responds to the urgent need for greater public awareness of geographic issues of consequence to society at large.

Geology graduates often continue their training in graduate school or enter the work force directly. Those interested in secondary-school teaching may pursue teacher certification in earth science. Although we do not offer a major in Geography, the curriculum is rich enough to allow geology majors to enter graduate schools of geography or regional and urban planning. Environmental law is another career option exercised by Denison geology majors.

Research opportunities include working with faculty in the field or laboratory, and involvement with the Oak Ridge Science Semester, discussed elsewhere in this catalog. The C.L. Herrick Geological Society is an active, student-run organization which coordinates guest lectures and social events throughout the academic year. Also student-initiated and operated is The Denison Journal of Geoscience, an annual publication featuring articles on a wide range of geologic and geographic topics.

Major in Geology

A student majoring in Geology is provided two routes to the bachelor's degree: a Bachelor of Science in anticipation of going on for graduate study in Geology, or a Bachelor of Arts for those who seek a less specialized course of study. Earning a B.A. degree does not preclude a professional career in Geology, though admission to some graduate programs may require completion of additional science and mathematics courses.

A student may graduate with a B.S. degree by taking an introductory course (Geology 100 or 111); the four core courses (Geology 210, 211, 212, 311); four additional courses, including at least one geography course and one advanced course (300 level); and a geology field course (Geology 400). In addition, five courses from Chemistry 121-122, Mathematical Sciences 123-124, and Physics 121-122 are required. Students seeking a B.A. degree must take an introductory course, the four core courses and three additional courses, including at least one geography course. A minimum of four courses from Biology, Chemistry, Mathematical Sciences and Physics Astronomy is required.

Major in Geology (Environmental Studies Minor)

See Environmental Studies Minor, page 82.

Major in Geology (Geophysics Concentration)

The minimum requirements for this program are Geology 111, 210, 211, 212, 311, Physics 121, 122, 123, 211, 305, 306, 312g, and Mathematical Sciences 123, 124, and 351. In addition, an independent comprehensive project (experimental or theoretical) is required during the senior year. Students with an interest in geophysics should consult, not later than their sophomore year, with the Geology and Physics chairpersons.

Minor in Geology

To minor in Geology, a student should take Geology 110 or 111, Geology 210, and four additional courses in Geology or Geography.

Safety glasses will be required for some field work and laboratory work.

Course Offerings

Geology

110—FUNDAMENTALS OF EARTH ENVIRONMENT. The study of earth surface processes and the diverse environments around the world. Topics covered include weather phenomena, the distribution of the world's climates, global patterns of vegetation and soils, and the study of landforms. Laboratory exercises include local field trips, the analysis of weather and climate data, as well as the interpretation of topographic maps and aerial photographs. **Frolking. 4**

111—PHYSICAL GEOLOGY. This course is designed as the introductory course in geology for non-science and science majors alike. The composition and structure of the earth, evolution of surface features, geologic processes, the scope of geologic time, and aspects of the history of science are the topics emphasized. The laboratory is supplemental and deals with mineral and rock identification and study of topographic and geologic maps. Field investigations are emphasized as much as possible. **Staff. 4**

199—INTRODUCTORY TOPICS IN GEOLOGY. A general category used only in the evaluation of transfer credit.

200—ENVIRONMENTAL GEOLOGY. A broad survey of the geologic aspects of environmental studies. The major topics to be covered will be those relating to human interaction with the natural geologic environment. Topics include the study of geological hazards (earthquakes, volcanic eruptions, landslides, etc.), water quality and supplies, waste disposal and the environmental aspects of mineral resource development. Prerequisites: 110 or 111 or consent. **Greene. 4**

210—HISTORICAL GEOLOGY. A study of geologic history, concentrating on North America, as synthesized from sequences of rock strata and from fossils. Emphasis is placed on the history of stratigraphy and evolution, methods of interpreting past environments, the interaction of the geologic and biologic realms through time, and investigations of various periods in the history of the Earth. Prerequisite: 110 or 111. **Bork. 4**

211—MINERALOGY. This course is divided into five parts: basic crystallography, origin and occurrence of minerals, physical mineralogy, chemical mineralogy, silicate mineralogy. Laboratory work includes identification of mineral hand specimens, identification of mineral grain mounts with the petrographic microscope, and analysis of mineral powders using spectroscopic and x-ray diffraction techniques. Prerequisite: 110 or 111. **Malcuit. 4**

212—PETROLOGY. This course covers three major topics: igneous rocks, sedimentary rocks, and metamorphic rocks. Laboratory work is concerned mainly with the identification, classification, and interpretation of rock hand specimens. Thin sections of rock specimens are also studied using petrographic microscope techniques. Prerequisite: 211. **Malcuit. 4**

220—FIELD METHODS IN THE EARTH AND ENVIRONMENTAL SCIENCES. This course will give students the opportunity to learn modern methods for investigating field-based geological and environmental problems. Emphasis will be placed on data collection, analysis, interpretation and presentation using microcomputers. Topics covered will include surveying, ground and surface water monitoring, seismic reflection analysis and geologic mapping. The class will work together on one or two group projects that will require the development and implementation of a research plan. Prequisites: 110 or 111. **Greene. 4**

275—GEOLOGY OF NATURAL RESOURCES. A broad survey of the occurrence, global distribution, and abundance of energy resources as well as metallic and non-metallic mineral resources. Emphasis will be on the geological origin and evolution of the resources as well as the environmental impact of the methods of exploration, exploitation and processing of these resources for the benefit of society. Prerequisites: 110 or 111 or consent of instructor. **Malcuit. 4**

280—GLOBAL TECTONICS. A study of plate tectonics and the earth's interior. Major topics include geophysical methods, the development of the plate tectonic paradigm, plate geometries, geologic processes at plate margins and how these processes produce mountain belts. Prerequisites: 110 or 111 and 210, or consent of instructor. **Greene. 4**

299—INTERMEDIATE TOPICS IN GEOLOGY. A general category used only in the evaluation of transfer credit.

305—HYDROGEOLOGY. A systematic study of groundwater flow, groundwater resources and groundwater pollution. Emphasis will be placed on geologic materials and the dynamics of water movement, well hydraulics, regional groundwater systems, the basics of groundwater chemistry, and groundwater contamination. Prerequisites: 110 or 111 and Chem. 110 or 121. **Frolking. 4**

311—STRUCTURAL GEOLOGY. The study of the deformation of the earth's crust. Major topics include stress and strain, rheology of earth materials, the role of fluids, systematic review of the types of geologic structures, and how these relate to tectonic processes. Lab involves structural problems and interpretation of geologic maps. Prerequisites: 111 and 210 or consent. **Greene. 4**

314—SEDIMENTOLOGY AND STRATIGRAPHY. Study of the processes of sedimentation and the resultant sedimentary rock record. Environments of deposition, facies, stratigraphic nomenclature, strata in the subsurface, and principles of correlation are among topics treated. Field work is a major facet of the laboratory. Prerequisite: 210. **Bork. 4**

315—PALEONTOLOGY. An introduction to fossil invertebrates with emphasis on theory of classification, form and function significance, paleoecological interpretation, evolutionary mechanisms, application of fossils to biostratigraphy, and the history of paleontology. Major invertebrate phyla of paleontological significance are surveyed. Prerequisite: 210. **Bork. 4**

361-362—DIRECTED STUDIES. Individual reading and laboratory work in a student's field of interest within Geology. Work in Petroleum Geology is included. **3-4**

363-364—INDEPENDENT STUDIES. **Staff. 3**

399—ADVANCED TOPICS IN GEOLOGY. A general category used only in the evaluation of transfer credit.

400—FIELD COURSE. A B.S. major in Geology must register for a summer field course offered by any one of a number of approved universities. Upon the successful completion of the course he or she receives credit transferable to his or her record at Denison. **4-8**

401—SELECTED TOPICS IN GEOLOGY. An advanced seminar or problem-oriented course which involves a semester-long investigation of such topics as advanced physical geology, geochemistry, or the history of geology. **Staff. 2-3**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **4**

Geography

Geography is a non-major field at Denison. A student wishing to pursue geography and related environmental/planning fields may follow the B.A. in Geology with a geography emphasis and a minor in a field such as Economics, Environmental Studies, History or Sociology/Anthropology; or develop an individually designed major in consultation with the Geography faculty.

Course Offerings

Geography

199—INTRODUCTORY TOPICS IN GEOGRAPHY. A general category used only in the evaluation of transfer credit.

250—WORLD REGIONAL GEOGRAPHY. A survey of world regions with emphasis on distributions of natural resources, patterns of agricultural and industrial development, and the growing interdependence of the world economy. A major focus of the course will be on the contrasts in resource availability and allocation between the developed and less developed nations. **Frolking. 4**

252—GEOGRAPHY OF NORTH AMERICA. A regional geographic study of North America, focusing on climate, landforms, and natural resources as they relate to patterns of human settlement, land use, transportation, and economic activity. **Frolking. 4**

260—WEATHER AND CLIMATE. An introduction to atmospheric dynamics on local to global scales. Topics include weather observation and prediction, atmospheric measurements, global energy budgets, mid-latitude weather phenomena, global climate patterns, and the controls and effects of climate change. **Frolking. 4**

299—INTERMEDIATE TOPICS IN GEOGRAPHY. A general category used only in the evaluation of transfer credit.

300—GEOMORPHOLOGY. The systematic study of earth surface processes and landform development in tropical, temperate, arid, and polar environments. Both classic models of landscape evolution and recent process studies will be analyzed. Particular emphasis will be given to the glacial and temperate environments of the north-central United States during the late Quaternary. Prerequisites: Geology 110 or 111. **Frolking. 4**

361-362—DIRECTED STUDIES. Readings in Geography selected to enhance student's geographic comprehension. **Staff. 3-4**

399—ADVANCED TOPICS IN GEOGRAPHY. A general category used only in the evaluation of transfer credit.

402—SELECTED TOPICS IN GEOGRAPHY. An advanced seminar or problem-oriented course which involves a semester-long investigation of a global perspective in such issues as ocean resources and territorial rights, population growth, and food needs. Prerequisite: one of the existing 200 level courses or permission of instructor. **Staff. 3**

History

Professor Margaret Meriwether, Chair

Professors Amy Glassner Gordon, Michael D. Gordon, Barry C. Keenan, John B. Kirby, Margaret Meriwether, Donald G. Schilling; Associate Professor Mitchell Snay; Assistant Professor Amy Green, Jennifer Hall-Witt; Instructor Catherine Dollard

Departmental Guidelines

Major in History

By promoting a close working relationship between students and faculty in both survey and specialized courses, the Department of History seeks to develop in its students an appreciation for the complexity of the past, an ability to use the tools and methods of the historian, a recognition of the importance of historical knowledge for understanding the present and to awaken a love of history. The department strives to foster the fundamental skills and abilities and to cultivate the attitudes of mind which prepare students for life after Denison.

The department requires 36 hours (or nine courses) of work in history, including a minimum of two advanced courses. The department believes it necessary for a major to achieve some competence in the following four areas of history: American; Medieval or Early Modern European; Modern European; and Non-Western history. Working together, the student and his or her adviser should determine the best way to approach each area. Students may demonstrate competence in an area in one or more of the following ways: Advanced Placement, superior High School training, proficiency examination, or by taking one or more courses in an area.

Upon declaring his/her major, the student is required to enroll in an entry-level proseminar (History 290). Although each seminar will focus on a special field, theme, or topic, all students will be exposed to different approaches to history and to the nature of historical interpretation. As a senior, the student is required to take either a seminar course (History 430) or complete two semesters of either senior research or senior honors. This requirement assures each major the opportunity to engage in his/her own historical research and writing and to share that experience with others.

A working knowledge of a foreign language is desirable for all majors; those planning on graduate school should start a second language if possible. (Graduate schools usually require a reading knowledge of French and German or one of those plus another language such as Spanish or Russian, depending on the research needs of the candidate.)

Major with a concentration option

Students may select the option of focusing upon a particular period, region, national tradition or a thematic approach to their study of the past. Those who choose to concentrate will be subject to the same general requirements as other majors. They must have four areas of competency, History 290 (Doing History), either a senior seminar or senior research and at least two courses at the 300 (or above) level. Yet, they can take senior seminars before their senior year if topics

are particularly appropriate to their concentrations. They may take more than one History 290 if topics are appropriate to their concentrations. And they will be allowed to use one "cognate" course in another department to count as one history course in completing their major design. For example, some one concentrating in American history could utilize an American literature course or a political science course dealing with the American political process as part of the history major. While staff will certainly be willing to assist them, students who decide to concentrate will be responsible for drawing up their own plans of study, plans which the department must approve.

Minor in History

The department requires a minimum of 24 hours (or six courses) of work in history for a minor. Students must demonstrate competence in the four areas discussed above and must enroll in the entry-level proseminar (History 290).

Course Offerings

Introductory Courses

100-105—THE HUMAN CONDITION IN HISTORICAL PERSPECTIVE. An introductory course designed for the first or second year student. History 100-105 provides an opportunity to study a given society or era in depth. Recent examples are World War I and Its Legacy; Mandate of Heaven in Classical China. **Staff. 4**

199—INTRODUCTORY TOPICS IN HISTORY. A general category used only in the evaluation of transfer credit.

204—THE ORIGINS OF EUROPE: MEDIEVAL SOCIETY. European history from the ninth century through the fifteenth. Emphasis will be on the origin and development of the political, socioeconomic, and cultural elements which characterize subsequent European history. **M. Gordon. 4**

205—FRANCE FROM RENAISSANCE TO REVOLUTION. A survey of major developments in French history from the 16th through the 18th centuries. Among topics covered are the Renaissance and Reformation, the rise of absolute monarchy and the growth of the modern state, the 18th century Enlightenment and the French Revolution of 1789. **A. Gordon. 4**

211—MODERN EUROPE. A survey course in the history of Europe from the French Revolution to the present which examines those major forces which shaped the modern world. Topics include the industrial revolution, war, revolution and counter-revolution, nationalism and the movement for European unity, and the struggle between freedom and order. No prerequisites. **Staff. 4**

221—AMERICAN CIVILIZATION TO 1865. A survey of the American past from the Revolution through the Civil War. **Snay. 4**

222—AMERICAN CIVILIZATION SINCE 1865. A survey of U.S. history from Reconstruction after the Civil War to the present day. **Staff. 4**

225—AFRICAN-AMERICAN HISTORY. A study of the experience of Blacks in America with emphasis on the African heritage, slavery, Civil War and Reconstruction, the policies of discrimination, the shift to urban life, the rise of the ghetto, and the age of protest and change. (Should ordinarily be taken in the first year if used to fulfill G.E. requirement). **Kirby. 4**

232—TRADITIONAL EAST ASIAN CIVILIZATION. The civilization of China and Japan from classical times to the 19th century. Topics treated: the unique staying power of the 2000-year tradition of the Chinese dynastic state; the distinctive religious and scientific traditions that flourished under the scholar-official bureaucracy of imperial China; the Japanese samurai ideal, centralized feudalism, and lasting Japanese cultural monuments. **Keenan. 4**

233—MODERN EAST ASIA. Beginning from an insider's view of how both prince and peasant saw the world around them before the encroachment of the West, this course analyzes the modern transformation of East Asia. Topics include: the conflict of Sinocentrism with modern nationalism in the Chinese revolution, the Japanese road to Pearl Harbor, and the significance of the Korean War in East Asia. **Keenan.** 4

235—AN INTRODUCTION TO MODERN AFRICA. A study of major problems and issues in African history with an emphasis on the recent past. **Schilling.** 4

237—ISLAMIC CIVILIZATION BEFORE 1800. A survey of the history of the Islamic Middle East from the rise of Islam to the present. Beginning with the revelation of Islam and the emergence of the first Islamic Empire in the seventh century A.D., the course will examine the formation and development of Islamic Civilization through a study of religion, political theory and practice, social structure, and art, literature, and the sciences. **Meriwether.** 4

238—DEVELOPMENT OF THE MODERN MIDDLE EAST. The modern era began in the Middle East in about 1800, when European influence on the area became massive and unavoidable. This course emphasizes two aspects of Middle Eastern history since then: (1) the region's increasing role in international affairs from Napoleon's invasion of Egypt in 1798 to the Arab-Israeli conflict, oil cartel, and Soviet invasion of Afghanistan, and (2) the responses by Muslims to the overpowering military and economic superiority of Europe. **Meriwether.** 4

240—AMERICAN WOMEN'S HISTORY. This course surveys the history of women in the United States from 1607-1980. We will emphasize the experience of women of all races, classes and sexual orientation – women who entered the paid labor force in increasing numbers at the turn of the century and non-wage earning women who performed work integral to the survival of their families. **Green.** 4

241—WOMEN IN MODERN EUROPE. This course surveys the history of women in Europe from 1700 to the present. Topics covered include: women in revolutions, the effect of industrialization on women and the family, changing views of sexuality, women's rights movements and socialism, the female experience of world wars, women under facism, and women in the welfare state. **Hall-Witt.** 4

251—ENGLAND IN THE MIDDLE AGES. English constitutional and social history from the tenth century to the fifteenth. **M. Gordon.** 4

252—ENGLAND UNDER THE TUDORS AND STUARTS. A study of English social and cultural history and of the development of the English constitution against the background of the political history of the 16th and 17th centuries. **A. Gordon.** 4

253—BRITAIN SINCE 1688. This course will examine the development and growth of democracy and the public sphere from the Glorious Revolution of 1688 to the present. Themes will include the industrial revolution, the creation of a working class, changes in the family and culture, the acquisition and loss of an Empire, and the impact of war. **Hall-Witt.** 4

258—MODERN FRANCE. A survey of French history from the Revolution of 1789 through the present. Topics covered include the tension between monarchy and republic, the growth of socialism and working-class consciousness, the birth of modernism in literature, painting and music, the experience of occupation in World Wars I and II and the dissolution of the French empire. **Hall-Witt.** 4

266—A HISTORY OF THE AMERICAN SOUTH. This course will cover selected topics in Southern history from the establishment of the Southern colonies in the 17th century to the civil rights struggle of the 1960s. It will explore the basic economic, social and political facets of Southern history, as well as such specific issues as race relations and the Southern literary imagination. Throughout the course, an attempt will be made to define the factors that made the South such a distinctive and important region in American history. **Snay.** 4

267—THE AMERICAN WEST. Broadly conceived, western history is the internal history of United States expansion. This course will cover the following: patterns of western settlement, community building and conflict, economic development, environment and environmentalism, Indian policy, debates over the meaning of "frontier," and the West in myth and imagination. **Green.** 4

280-285—STUDIES IN HISTORY. Intensive study of selected periods or topics in history at the introductory level. May be taken more than once. Examples of recent topics are: Immigrant Experience in America; Gender, Sexuality and Power in Europe, 1750-1920; Plagues and Peoples. **Staff. 4**

290—DOING HISTORY. A proseminar serving as an introduction to the study of history. Each seminar will focus on a special field, theme, or topic, but all students will be introduced to certain critical skills of historical analysis, distinctive approaches, schools, or methods of historical writing, and the nature of historical synthesis. (Open only to prospective History majors or minors who have sophomore or junior standing.) **Staff. 4**

299—INTERMEDIATE COURSES IN HISTORY. A general category used only in the evaluation of transfer credit.

Advanced Courses

302—THE REVOLUTIONARY TRANSFORMATION OF AMERICA: 1760-1815. A comprehensive study of the political philosophy, constitutional development, revolutionary excitement, and military events of the American Revolution. **Snay. 4**

304—THE AGE OF JACKSON: THE UNITED STATES, 1815-1848. The early decades of the 19th century witnessed fundamental structural changes in the economy, society and politics of the United States. This course will examine the consequences of this rapid growth. It will trace the evolution of capitalism, the rise of a middle class culture, the development of a two-party political system, and the national quest for self-identity and unity. **Snay. 4**

311—RECENT AMERICAN HISTORY: 1914-1945. An analysis of the often conflicting features of American social, economic, and political life from World War I through World War II. **Kirby. 4**

312—RECENT AMERICAN HISTORY: 1945 TO PRESENT. A study of American society from the end of World War II and the beginnings of the Cold War to the present. **Kirby. 4**

314—AMERICA'S RISE TO WORLD POWER. This course will attempt to weigh the impact America's coming of age as a great power has had upon U.S. society and upon the rest of the world. Utilizing a mixture of diplomatic and military history, the course seeks to evaluate how the U.S. has felt about war, peace, and the professional military and the concept of America's "Mission" which had led us both into imperialism and isolationism. **Kirby. 4**

321—SELECTED TOPICS IN MIDDLE EASTERN HISTORY. Intensive study of topics in pre-modern and modern social, political and cultural history. Topics change from year to year. **Meriwether. 4**

323—CENTRAL AMERICA AND THE UNITED STATES. A survey of the history of the major Central American nations — Guatemala, Costa Rica, Honduras, El Salvador, Nicaragua and Panama — from their colonial origins to the present. Primary emphasis will be on the 19th and 20th centuries from independence to recent struggles for social, cultural, and economic self-determination and an analysis of the complex relationship between Central America and the United States. **Kirby. 4**

324—LATIN AMERICA AND THE UNITED STATES. An historical survey of Latin America from independence to the present that will focus on a number of key countries within the region along with some attention given to Caribbean nations. The theme of this course is the historic struggle of Latin American peoples to overcome class and cultural divisions from within and to secure self-determination from external controls. Emphasis will also be given to the role that the United States has played in Latin America, especially since the late 19th century. **Kirby. 4**

326—THE CONFUCIAN CLASSICS. An examination of the basic texts of the East Asian cultural tradition which define human nature, what it is to be moral, and a complex political philosophy. The canon of Confucian classics has probably been the most influential in world history. They still provide the modern ground of discourse for the Chinese, Vietnamese, Korean and Japanese peoples. Research papers may focus on the original canon, or on their application to any of the cultural traditions mentioned above. **Keenan. 4**

327—THE MODERN FATE OF CONFUCIAN CHINA. Since 1976 the People's Republic has opened itself to vigorous contact with the industrialized nations of the world. Economic reforms attached to this opening introduced capitalist incentives, but raised the question of compromising revolutionary socialist principles. The need for consensus on Chinese values suggested comparison with China's first "Westernization" movement in the nineteenth century, and also the May Fourth movement after the first world war. "The River Elegy," a popular TV series in the late 1980s in Beijing, allows us to raise, in historic context, the recurring issue of what essential traits of the existing tradition conflict with various efforts to internationalize China and what happend each time right down to the present. **Keenan. 4**

328—VIETNAM AT WAR. Beginning with the clash of dynastic order and French colonialism in the nineteenth century, the course will examine the genesis of Vietnamese nationalism, and the nature and consequences of the Vietnamese struggle for national liberation. Post-WWII warfare will be studied in the context of the larger Cold War, including the rise of communism in China, and the Korean War. This course may not be used for history majors to meet the Non-Western requirement. **Keenan. 4**

337—THE AGE OF THE RENAISSANCE. An examination of European history in the 14th and 15th centuries. Emphasis will be placed on intellectual developments and on the social and political context which shaped these developments. **M. Gordon. 4**

338—THE AGE OF THE REFORMATION. An examination of European history in the 16th and early 17th centuries. Emphasis will be placed on political and intellectual developments and on the social context which shaped these developments. **M. Gordon. 4**

354—THE RISE AND FALL OF NAZI GERMANY. This course examines the origins, nature, and consequences of the National Socialist movement and state in the context of modern German history. **Schilling. 4**

361-362—DIRECTED STUDIES. **Staff. 3-4**

363-364—INDEPENDENT STUDIES. **Staff. 3-4**

371—THE WITCH-HUNT IN EARLY MODERN EUROPE AND COLONIAL AMERICA. This course focuses on the "Witch Craze" of the 16th and 17th centuries. It examines the witch-hunts and the world in which they occurred, in order to understand such issues as the nature of early modern witch beliefs, the causes behind an increasing fear of witches and the responses to that fear, and the question of why women in particular were identified with witchcraft. **A. Gordon. 4**

382—FROM CAESAR TO CHARLEMAGNE: THE FALL OF ROME AND THE BIRTH OF EUROPE. An examination of the decline and fall of the Roman Empire and of the early Middle Ages. Topics include: political and social changes in late Antiquity, the spread of Christianity, the barbarian invasions, and the Frankish kingdoms (200 A.D.-900 A.D.). **M. Gordon. 4**

Other

380-385—STUDIES IN HISTORY. Intensive study of selected periods or topics in History. May be taken more than once for credit. Examples of recent topics are: Gender and Revolution in Europe, 1788-1920; History of History; Holocaust in History. **Staff. 4**

399—ADVANCED TOPICS IN HISTORY. A general category used only in the evaluation of transfer credit.

430—SEMINARS. Required of senior history majors. These courses involve the preparation of a research paper on topics that will vary each semester. **Staff. 4**

451-452—SENIOR RESEARCH. Research in selected topics of History. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

The Honors Program

The Honors Program is designed especially for outstanding students in the college. It consists of seminars intended to meet the intellectual aspirations and expectations of highly motivated and academically gifted students. Working closely with the Director of the Honors Program and their faculty advisers, Honors students may enroll in a select list of seminar offerings during the students' Denison career. Special academic events take place each semester for students in the Honors Program. Most Honors seminars meet a General Education Requirement of the college.

The Honors Program newsletter, "Arete," published quarterly, keeps Honors students abreast of current activities in Honors work. The on-campus newsletter, "Baby Arete," is published several times during the term. An Honors Symposium is held annually. Visiting scholars meet regularly with students in the Honors Program.

The Denison University Honors Program is an institutional member of the National Collegiate Honors Council. The program meets the guidelines established by the NCHC for active honors programs.

The Honors Program Director chairs the Fellowship Committee. Students interested in applying for the Rhodes, Marshall, Fulbright, Truman, Goldwater and Madison Fellowships should meet with the Director *early* in their academic career.

Gilpatrick House: The Honors Center

The Honors Program "home" is Gilpatrick House. This restored and traditionally painted Victorian house is centrally located on the Denison campus and serves as the locus for Honors Program activities. The ground level contains a seminar room (modeled after Brasenose College, Oxford), a commons for discussion groups and informal seminars and the administrative offices for the Honors Program. The upstairs serves as a residence area for ten students in the Honors Program. The Gilpatrick Fellow assists in planning co-curricular events for students in the Honors Program. A popular event is the Gilpatrick Chowder Hour. This faculty-prepared luncheon for twenty students and faculty, followed by discussion on a current topic, takes place six times during term.

Academic Structure of the Honors Program

A. Denison students with a 3.4 GPA are *eligible* to *register* for seminars in the Honors Program.

B. To be a *member* of the Honors Program and to graduate from the Honors Program, a student needs to complete the following requirements:

1. Achieve and maintain a 3.4 GPA by the end of the sophomore year.
2. Declare intention to the Director of the Honors Program to complete the requirements in the Honors Program no later than pre-registration time in the fall of the junior year.
3. Complete at least two Honors seminars during the first four semesters.
4. Complete at least four Honors seminars during the Denison career.
5. Complete an Honors project in a department or program.

Students wishing to declare the intention to complete the Honors Program

requirements should discuss this option with the Director of the Honors Program no later than the end of the sophomore year.

A student may participate in the seminars ("A" above) without completing the specific requirements in "B."

First-Year Seminars

Each fall semester, several seminars designed specifically by the Honors faculty are directed toward the special academic aspirations of highly talented entering first-year students. Many topics change yearly. Entering first-year students receiving invitations to the Honors Program may register for one or more seminars. Honors seminars at the 100 level meet one First-Year Studies requirement.

Prerequisites: Entering first-year students with outstanding secondary school records and elected by the Honors Program faculty are invited to participate in the Honors Program during the first year. Following the first semester of the first year, every first-year student with a 3.4 or higher grade point average is extended an invitation. Moreover, upon a faculty recommendation to the Honors Program Director, a student who excels in a particular area may be invited to enroll in an Honors seminar or course.

First-Year/Sophomore Seminars

Each semester, seminars designed specifically by the faculty for the Honors Program are offered for first- and second-year students. The topics change by semesters. Students receiving invitations may register for one or more seminars each term.

Prerequisites: Entering first-year students with outstanding secondary school records and elected by the Honors Program faculty are invited to participate in the Honors Program during the first year. Following the first semester of the first year, every first- and second-year student with a 3.4 or higher grade point average is extended an invitation. Moreover, upon a faculty recommendation to the Honors Program Director, a student who excels in a particular area may be invited to enroll in an Honors seminar or course.

Sophomore/Junior/Senior Seminars

Each semester, seminars designed for upperclass men and women doing Honors work are offered. Topics change by semesters.

Prerequisites: Sophomore standing, 3.4 or higher grade point average or nomination by faculty member to the Honors Program Director. In some semesters, specific Honors seminars are open to all students in the Honors Program.

Junior/Senior Honors Seminars

A seminar designed for students in their final two years of collegiate academic work.

Prerequisites: Junior standing and a 3.4 or higher grade point average or nomination by a faculty member to the Honors Program Director. Offered occasionally.

Sophomore/Junior/Senior Great Books Seminars

A seminar in the Great Books is offered each semester in the Honors Program for sophomore, junior and senior students. Occasionally, different seminars are offered with the special interests of students and faculty in mind.

Prerequisites: Sophomore standing and a 3.4 or higher grade-point average or nomination by a faculty member to the Honors Program Director.

Professor of Philosophy Anthony J. Lisska, Director

Associate Professor of Classics Garrett A. Jacobsen, Assistant Director, 1998

Ms. Cookie Sunkle, Assistant to the Director

Faculty Staff (Fall, 1998)

Drs. S. Behdad, E. Buker, J. Cochran, J. Davis, J. Farris, J. Freeman, B. Fultner, A. Green, J. Hall-Witt, K. Hoyes, G. Jacobsen, A. Katz, B. Keenan, K. Korfmacher, K. Maynard, L. McDonnell, J. Novak, W. Osborne, F. Porcheddu, R. Santoni, B. Tavakolian, M. Tuominen, H. VanBroekhoven, M. Westmoreland, Mr. R. Allen, Ms. G. Miller.

Faculty Staff (Spring, 1999)

Drs. M. Ayala, W. Bishop, E. Borishansky, E. Buker, J. Cochran, J. Davis, S. Diduk, D. Goldblatt, M. Gordon, S. Gore, G. Jacobsen, A. Kaplan, T. Lewis, L. McDonnell, M. Moller, W. Osborne, D. Read, D. Schilling, A. Shaver, W. Shriner, R. Snyder, I. Winter

First-Year Honors Seminars

For Fall, 1998

127—THE ACTOR'S ART **Farris. 4**

165-01—THE MANDATE OF HEAVEN IN CLASSICAL CHINA **Keenan. 4**

167—THE GOLDEN AGE OF ANGLO-SAXON ENGLAND **Porcheddu. 4**

182—PERSPECTIVES ON THE AMERICAN ECONOMY **Behdad. 4**

First-Year/Sophomore Honors Seminars

For Fall, 1998

128—THE DRAMA AND AESTHETIC CRITICISM **Farris. 4**

142—BIO-SOCIAL DIMENSIONS OF BEHAVIOR **Freeman. 4**

145—ENVIRONMENTAL ASSESSMENT: INVESTIGATING THE ENVIRONMENTAL HEALTH OF A LOCAL WATERSHED **Korfmacher. 4**

165-02—WERE THE VICTORIANS PRUDISH? SEX, ROMANCE & MORALITY IN THE NINETEENTH CENTURY **Hall-Witt. 4**

173—ACCELERATED ELEMENTARY FRENCH, PART I **Cochran. 4**

175—PHILOSOPHICAL INQUIRY: COPING WITH OURSELVES, OTHERS AND THE WORLD **Fultner. 4**

187—HUMAN NATURE AND SOCIOCULTURAL DIVERSITY **Maynard. 4**

192—THE ARTS AND THE HUMAN EXPERIENCE **Osborne. 4**

For Spring, 1999

126—THE CREATIVE PROCESS **Borishansky. 4**

145—INTRODUCTION TO ENVIRONMENTAL STUDIES **Kaplan. 4**

167—THE LITERATURE OF EXPLORATION AND TRAVEL **Read. 4**

173—MANIACS OR MIRACLE WORKERS? HOW LITERATURE VIEWS SCIENTISTS **Winter. 4**

174-01— ACCELERATED ELEMENTARY FRENCH, PART II **Cochran. 4**

176-01—ENDURING QUESTIONS IN PHILOSOPHY **Goldblatt. 4**

176-02—BIOMEDICAL ETHICS **Moller. 4**

182—INTRODUCTION TO ECONOMICS **Staff. 4**

187—HUMAN NATURE AND SOCIOCULTURAL DIVERSITY **Lewis. 4**

First-Year/Sophomore/Junior/Senior Honors Seminars

For Fall, 1998

132 - NON-EUCLIDEAN GEOMETRY **Westmoreland. 4**

143 - PLANTS, PEOPLES & ECOSYSTEMS: PLANT BIOLOGY IN A CULTURAL CONTEXT **Mulroy. 4**

168 - SHAKESPEARE: A CULTURAL, TEXTUAL & THEATRICAL INQUIRY **McDonnell. 4**

177 - BIOMEDICAL ETHICAL DEBATES **Novak. 4**

185 - DEMOCRACY & FOREIGN AFFAIRS: AMERICA IN VIETNAM **Katz. 4**

188 - WORK, SEX, POLITICS & POWER: STUDIES IN GENDER INEQUALITY AND GENDER DIFFERENCE **Tuominen. 4**

191 - WOMEN AND POLITICAL LEADERSHIP **Buker/G.Miller. 4**

For Spring, 1999

125—ON WINGS OF SONG: THE LIFE & WORK OF FELIX MENDELSSOHN **Osborne. 4**

144—EVOLUTION: THEORY, EVIDENCE, & ITS IMPACT ON SCIENCE & SOCIETY **Shriner. 4**

166—FLORENCE IN THE RENAISSANCE **M. Gordon. 4**

168-01—QUEER THEORY **Shaver. 4**

168-02—SHAKESPEARE: A CULTURAL, TEXTUAL & THEATRICAL INQUIRY **McDonnell. 4**

172—COMPARATIVE MYTHOLOGY **Jacobsen. 4**

174-01—SAMBA, SOCCER & SOAP OPERAS: BRAZILIAN CULTURE VIEWED BY ITS WRITERS **Ayala. 4**

174-03—SEPARATED AT BIRTH: EXPLORING THE INTERPLAY BETWEEN MUSIC AND LITERATURE AS "SISTER ARTS" **Gore. 4**

186—RUSSIAN POLITICS IN THE TWENTIETH CENTURY **Bishop. 4**

Sophomore/Junior/Senior Honors Seminars

For Fall, 1998

227—BRITISH DRAMA AND THEATRE, 1660-1800 **Allen. 4**

265—HISTORICAL PERSPECTIVES ON THE AMERICAN OUTDOOR TRADITION, 1860-PRESENT **Green. 4**

276—BEING AUTHENTIC: A PHILOSOPHICAL AND LITERARY INQUIRY **Santoni. 4**

278—FAMILY (VALUES) IN THE NEW TESTAMENT & EARLY CHRISTIANITY **VanBroekhoven. 4**

283—THE COMMUNICATION OF ZEALOTRY: POLITICAL CORRECTNESS IN U.S. COLLEGE LIFE **Hoyes. 4**

287—GENDER AND CHANGE IN CROSS-CULTURAL PERSPECTIVE:WOMEN, DEVELOPMENT & ECOLOGY **Tavakolian. 4**

290—DEMOCRACY FOR ALL? RACE/ETHNICITY AND GENDER IN AMERICA **Buker. 4**

393—THE GREAT BOOKS: THE GREEK ERA **Jacobsen. 3**

For Spring, 1999

242—THE PSYCHOLOGY OF EVIL **Snyder. 4**

265—THE HOLOCAUST IN HISTORY: CONFRONTING EVIL **Schilling. 4**

288—THE CROSS CULTURAL STUDY OF ART **Diduk. 4**

292—WOMEN AND AMERICAN POLITICS **Buker. 4**

393—THE GREAT BOOKS **Staff. 3**

Junior/Senior Honors Seminars

For Fall, 1998

367—GENERATION X, FILM NOIR, & THE LOST GENERATION: THE MARKETING OF DISSENT **Davis. 4**

For Spring, 1999

367—GENERATION X, FILM NOIR, & THE LOST GENERATION: THE MARKETING OF DISSENT **Davis. 4**

International Studies

Committee: Sita Ranchod-Nilsson (Director), Gary Baker, Patti Brown, Matthew Chacko, John Cort, Susan Diduk, Susan Garcia, Andrew Katz, Paul King, Laurel Kennedy, Margaret Meriwether, Donald Schilling, Bahram Tavakolian, Ankeney Weitz

Guidelines:

International Studies is a double major open to students who are also completing a second major in any of the disciplinary or programmatic majors offered at Denison. Students cannot major in International Studies as a single major. Students wanting to major in International Studies are encouraged to articulate a synergistic relationship between their other major and their program of study in International Studies. A double major in International Studies exposes students to frameworks that highlight connectedness on a global level in terms that are broadly historical and geographical. It also focuses on transnational processes involving, among other things, political regimes, cultural formations and economic relations.

General Requirements:

The general requirements for a major in International Studies are:

a) Three core courses in international studies. These courses are taught by different members of the international studies faculty and should be taken in sequence with the Senior Capstone seminar taken in fall semester of the senior year.

b) Two foundation courses in theories and methodologies associated with the dominant paradigms of international studies: political economy and approaches to culture. Courses that fulfill this requirement are offered in numerous departments and programs. The list of courses is updated each semester and is distributed regularly by the International Studies Program.

c) Four courses organized into a thematic concentration. Concentrations are meant to be a focal point of a student's curricular plan, an area of scholarly interest where students seek more in-depth study. Individual students define a coherent thematic focus in terms of their own specific interests in consultation with an international studies faculty advisor. The four courses selected for the concentration are drawn from regular departmental and programmatic course offerings. The courses selected should reflect the multiple and interdisciplinary nature of the International Studies Program. Students may include one on-campus independent study and up to two courses from an off-campus study program (subject to approval by the international studies committee and the Registrar).

d) One year of language training beyond the current General Education requirement. Where possible, language training should be consistent with the student's concentration and his or her off-campus experience. In most cases this additional year will be in the same language as that used to fulfill the General Education requirement, unless otherwise justified (eg. in special cases where the concentration might warrant studying another language).

e) Off-campus study experience that is relevant to the student's course of study. The off-campus experience can involve an approved off-campus study program, an internship related to international studies or a Denison course that has a significant (at least 4 weeks) off-campus component. The off-campus experience should carry academic credit.

f) Students should declare their intention to major in international studies by the end of their sophomore year. At that time, students submit a proposal in which they discuss the goals of their overall academic program, the linkages between their two majors, a curricular plan for both majors, their concentration in international studies and their plans for off-campus study. The proposal should be based on discussions between the student and his or her academic advisor. The International Studies faculty committee must approve the proposal.

A total of three (3) courses may be double counted with the student's other major; of these, no more than two (2) of the "concentration" courses may be double counted.

Course Offerings

100—Introduction to International Studies: the Making of the Modern World. Introduction to themes, concepts and approaches to international studies from an explicitly interdisciplinary perspective. The course explores key concepts such as modernity, culture and hegemony in the context of specific cultural and historical experiences of at least two regions. It also addresses multiple sources to explore the place or experience of the individual in global processes. **Staff. 4**

200—Dilemmas in the International System. This course explores in specific, contextualized terms, particular dilemmas associated with increased linkages, interdependence and connection in the global system. Some of the dilemmas are reconstituted versions of historical problems involving competing claims to territory, human rights, war, over-population and global hunger. But other problems such as cultural imperialism, environmental degradation, and north south conflict over "development" issues are intrinsic to the present period. The specific topic or dilemma addressed will vary according to the interests of the faculty member teaching the course. **Staff. 4**

450—Senior Capstone Seminar. This course is conducted as a seminar with a focus on theoretical frameworks and methodologies as they relate to a substantive topical focus. The specific nature of the topical focus will vary according to the interests of the faculty member teaching the course. This course also emphasizes the development of independent research interests, research skills and scholarly writing in connection with a research proposal based on individual student's interests. **Staff. 4**

Special Topics

361-362—Directed Study. Directed studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor. Written consent. **Staff. 3-4**

363-364—Independent Study. Written consent. **Staff. 3-4**

Latin American and Caribbean Studies

Assistant Professor Monica Ayala, Director

Faculty: Monica Ayala, Carol Goland, Eduardo Jaramillo, Paul King, John Kirby, Bernardita Llanos, Kent Maynard, Anita Waters, David Woodyard.

Guidelines

Denison University offers interdisciplinary concentrations in Latin American and Caribbean Studies to students majoring in selected departments. Within their major, students may focus on topics relevant to Latin America and the Caribbean. Beyond their major, students are expected to pursue an integrated program focusing on the languages, arts, humanities and social studies of the Latin American and Caribbean region. Students should declare Latin American and Caribbean Studies as a concentration, along with their major, no later than the end of their sophomore year.

Requirements

Requirements for the Concentration:

A. Two modern language courses (or the equivalent) beyond the general education requirements in a language spoken in the Latin American and Caribbean Area (Spanish, Portuguese, French, Dutch, or an indigenous language). The two courses may be the first two semesters in one of these languages, if the student has already fulfilled the General Education requirement in a language that is not spoken in the area.

B. Latin American Studies 201, "Introduction to Latin American Studies" (taught in English) or Spanish 335 "Introduction to Latin American Culture" (taught in Spanish).

C. Sociology/Anthropology 319, "Indian Societies of Latin America" or Sociology/ Anthropology 339, "Culture, Identity and Politics in the Caribbean."

D. History 323, "History of Central America," or 339, "History of Latin America."

E. Economics/Religion 319, "The Human Condition: Economic Factors and Theological Perspectives" or another course that is cross-listed with the Latin American or Caribbean Studies Program.

F. One semester of Senior Research. The project may be written in English, even if the student's major is Spanish or French. Where possible this could be done in conjunction with the student's major.

Departments and Programs may add further requirements within their major in order to fulfill the concentration in Latin American and Caribbean Studies.

Study Abroad

Students are strongly encouraged to participate in study abroad programs during the junior year. The courses taken abroad may satisfy one or more of the above

requirements subject to the approval of the student's Department or Program for courses in the major, and the Latin American and Caribbean Studies Program Committee for courses outside the student's major.

Mathematics

Associate Professor Joan Krone, Chair

Professors Daniel D. Bonar, Todd H. Feil, Zaven A. Karian; Associate Professors Alain D'Amour, Joan Krone, Michael D. Westmoreland; Assistant Professor Peter Blanchard; Instructor Jessen T. Havill

Program Guidelines

The Mathematics curriculum is designed so that students will have a sound theoretical understanding of mathematics and an understanding of a variety of applications of mathematics. The study of mathematics is a challenging activity that sharpens logical reasoning and improves problem solving skills.

Students interested in Mathematics, Mathematical Economics, or the Natural Sciences should take 123-124 followed by 222 and 231 by the end of the sophomore year.

For research opportunities in mathematics see the Oak Ridge Science Semester listed elsewhere in this catalog.

Students interested in taking only one or two courses in Mathematics should choose 102, 121, or 123.

Requirements for Degrees in Mathematics

The core portion for the B.A. degree consists of Mathematics 123, 124, 210, 222, 231, and one of 321 or 332. The mininmum requirement for a B.A. in mathematics is the core plus four courses from the list: 322, 331, 334, 341, 342, 351, 352, 356, 400 and 321 or 332, whichever was not used to satisfy the core.

The B.S. program consists of seven core courses (123, 124, 210, 222, 231, 321, 332) and six electives chosen from 322, 331, 334, 341, 342, 351, 352, 356, 400.

A minor in Mathematics consists of 123, 124, 210, 222, 231 and two mathematics courses at the 300 level or above.

Additional Guidelines

It is recommended that a B.A. candidate in Mathematics consider a second major or a strong minor. Economics would be a reasonable second major or minor for students planning to go into business or into an MBA program following graduation. Computer Science would also be a strong second major or minor.

Students who intend to pursue graduate study in mathematics should take a B.S. major.

Combined Major in Mathematics and Economics

A student interested in quantitative aspects of economics who wishes to work for advanced degrees in Business or Economics with a strong Mathematics background may elect this combined major. Requirements are Mathematics 123, 124, 222, 231, 341, and one course from the list 342, 351, 356; Economics 190, 201, 202, 207, 332 and one additional course from the 301-340 sequence or 440.

Course Offerings

102—STATISTICS — DATA ANALYSIS. An introduction to statistical reasoning and methodology. Topics include exploratory data analysis, elementary probability, a standard normal-theory approach to estimation and hypothesis testing, and simple linear regression. Not open for credit to students who have taken Psychology 370 or Mathematical Sciences 341. Offered each semester. **Staff. 4**

116—COLLEGE ALGEBRA AND TRIGONOMETRY. The primary function of this course is to prepare students with weak backgrounds to take 123 (Calculus). Offered once each year. **Staff. 4**

121—ESSENTIALS OF CALCULUS. A one-semester introduction to single-variable differential and integral calculus and selected topics in multi-variable calculus. Emphasis is given to applications from the biological and social sciences. (123 may be taken after this course, but only 2 of the 4 credits count toward graduation.) **Staff. 4, 5**

123-124—CALCULUS I, II. A two-semester introduction to single variable calculus. Topics include limits, derivatives, integrals, applications of calculus, indeterminate forms and sequences and series. Each course offered each semester. Prerequisites: Four years of high school mathematics or 116 or equivalent for 123. Calculus II includes a laboratory component using Maple. **Staff. 4, 5**

199—INTRODUCTORY TOPICS IN MATHEMATICAL SCIENCE. A general category used only in the evaluation of transfer credit. **Staff. 4**

200—TOPICS IN MATHEMATICS AND COMPUTER SCIENCE. (Also listed under Computer Science offerings.)

210—INTRODUCTION TO PROOF TECHNIQUES. An introduction to proof writing techniques. Topics will include logic and proofs, set theory, relations and functions, cardinality and mathematical induction. Offered each year. **Staff. 4**

222—CALCULUS III. Multiple variable calculus together with a rigorous review of beginning calculus. Offered each semester. Prerequisite: 124 or consent. **Staff. 4**

231—ELEMENTARY LINEAR ALGEBRA. Emphasis on topics such as matrix algebra, systems of linear equations, vector spaces, linear transformations, eigenvalues, diagonalization and computational techniques. Prerequisite: 124 or consent. Offered each semester. **Staff. 4**

299—INTERMEDIATE TOPICS IN MATHEMATICAL SCIENCES. A general category used only in the evaluation of transfer credit.

321—ADVANCED ANALYSIS I. Thorough analysis of limits. continuity. differentiation. integration. and uniform convergence of infinite series. Prerequisites: 210. 222. 231. Offered each Spring. **Staff. 4**

322—ADVANCED ANALYSIS II. Vector calculus and differential geometry. Prerequisites: 210. 222. 231. **Staff. 4**

331—DISCRETE AND COMBINATORIAL MATHEMATICS. Sets. relations functions. and topics chosen from graph theory. Boolean algebra. semigroups. propositional logic. and combinatorics. Offered each fall. Prerequisite: 210. **Staff. 4**

332—ABSTRACT ALGEBRA. A study of the structure and properties of groups. rings. and fields. Prerequisite: 210. 231. Offered each spring. **Staff. 4**

334—THEORY OF COMPUTATION. (Also listed under Computer Science offerings.) This course is a study of formal languages and their related automata.Turing machines. unsolvable problems and NP-complete problems. No lab. Prerequisite: Computer Science 171. **Staff. 4**

341-342—PROBABILITY AND MATHEMATICAL STATISTICS. The probability is developed by studying combinatorics. probability models. moment generating functions. limit theorems. and conditional probability. Topics in statistical decision theory and inference are then examined: classical and Bayesian estimation. hypotheses testing. and the general linear model. Prerequisite: 124 for 341. 341 for 342. Course offered each year. **Staff. 4**

351—DIFFERENTIAL EQUATIONS. Topics from the theory of linear and nonlinear differential equations. Prerequisite: 222. Offered each spring. **Staff. 4**

352—NUMERICAL ANALYSIS. (Also listed under Computer Science offerings.)Topics from numerical quadrature. numerical integration of differential equations. matrix manipulations. and solution of nonlinear equations. Prerequisites: 222. 231. and 351 recommended. Offered in spring 1997-98 and alternate years. **Staff. 4**

356—MATHEMATICAL MODELING AND COMPUTER SIMULATION. (Also listed under Computer Science offerings.) A systematic treatment of the theory. applications. and limitations of modeling. Applications may include linear optimization. difference equations. queuing. and critical path problems. Simulation will be included as an applicational method. and the discussion of a simulation language such as SIMSCRIPT. GPSS. or DYNAMO may also be included. Prerequisites: 341 and Computer Science 173. **Staff. 4**

361-362—DIRECTED STUDY. **Staff. 3**

363-364—INDEPENDENT STUDIES. **Staff. 3**

399—ADVANCED TOPICS IN MATHEMATICAL SCIENCE. A general category used only in the evaluation of transfer credit.

400-401—ADVANCED MATHEMATICAL TOPICS. Prerequisite: 222 or consent.
a. Topology
b. Number Theory
c. Complex Variables
d. Real Variables
e. Geometry
f. Applied Mathematics **Staff. 4**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Media Technology and Arts

Associate Professor Suzanne Condray, Coordinator

Associate Professors David Bussan, Suzanne Condray, Laurel Kennedy; Assistant Professor Rick Brunetto

Guidelines

Students of the Media Technology and Arts program are afforded the opportunity to combine the elements of three major disciplines. Through courses in Communication, Music and Theatre and Cinema, students are trained in the theory and implementation of media technology. Courses are designed to give students experiences that apply classroom concepts to the actual production of artistic works.

Core courses introduce students to a technical knowledge of cinematic technique, audio recording, editing and writing. Beyond the core requirements, students may elect to focus in one of three disciplines. Ultimately, senior majors will be required to integrate coursework from all of the three areas in designing and producing a research project.

Requirements

Requirements for the 45 credit hour major include a core of eight courses and two elective courses from the disciplines represented. To enhance the interdisciplinary nature of the major, students are also required to undertake a research practicum in their junior year and complete an integrative and individually designed senior research project, which may or may not be submitted for Honors.

Core Course Requirements:
Each of the following courses is required for a major:

Communication 147: Media Literacy (To be taken in the first or second or year)
Communication 225: Radio & TV in America
Communication 308: Newswriting *OR* Comm 309: Scriptwriting
Music 216: Techniques of Multi-Track Recording
Music 217: Advanced Audio Engineering and Computer Music Practicum
Theatre/Cinema 219: Elementary Cinema Production
Theatre/Cinema 310: Video Theory and Production
Theatre/Cinema 326: History of Cinema
Media Technology & Arts 300: Research Practicum
Senior Research 451 or 452

Elective Courses Required:

Two electives from the following list of courses are also required.

Communication 301: Media Programming & Economics
Communication 308: Newswriting OR Comm: 309 Scriptwriting (whichever course not used to fulfill core requirements)
Communication 311: Media Ethics
Communication 328: Communication Law
Music 101: Introduction to Music
Music 103: Musicianship
Music 104: Music Theory I
Music 105: Music Theory II
Music 204: Music Theory III
Theatre/Cinema 328: Screenwriting
Theatre/Cinema 410: Advanced Cinema Production
Theatre/Cinema 419: Cinema Workshop

Course Offerings

Communication

147—MEDIA LITERACY. While most of us are proficient consumers of visual electronic media--we have the speed of symbol-recognition and comprehension skills to be adept "readers" --few of us have been taught to bring to that reading the critical skills we learn in the study of lietrature, music or art. We rarely question how the historical, political or social position of the "author" or the technical production environment determine the nature of the finished product. In this course we examine the rhetoric of television images and study the codes used, in order to understand how the images reflect the manufacturing process of which they are a product and to reflect on how the construction process limits the "reality" which television presents. First-year student only or consent. **Kennedy. 4**

225—RADIO & TV IN AMERICA. The history of radio and television development; a study of the structure of broadcasting; comparative study of broadcasting practices in other countries; the objectives of radio and television as a social force and cultural influence; a study of program types; and the analysis of existing programs aimed toward the development of acceptable standards for broadcasting. **Kennedy. 4**

301—MEDIA PROGRAMMING & ECONOMICS. This course examines the economic influences on media content, the decision-making processes that influence the production of programming, and the influence of new technologies on programming. Prerequisite: Comm 225. **Kennedy. 4**

308—NEWSWRITING. The course focuses on newswriting for print, radio and television. In addition to examining message production for various media, students will learn basic investigative reporting and writing skills. **Condray. 4**

309—SCRIPTWRITING. A course introducing techniques of non-fiction and fictional writing for video. Assignments and course materials examine research, narration, characterization, dialogue, plot development, script design and other aspects of writing for documentary, dramatic and comedic programming. **Condray. 4**

311—MEDIA ETHICS. This course explores the range of ethical issues which face professionals working in mass communication industries and introduces methods of approaching and resolving such issues. To that end it employs a combination of lectures, discussion sessions and the use of case studies. Its focus is on case studies and the effects of decision-making on the broad range of constituencies of mass communication practitioners. **Staff. 4**

328—COMMUNICATION LAW. Communication Law examines the constitutional and statutory principles associated with the First Amendment issues of free speech and free press. The course examines legal decisions, governmental regulatory doctrines, and self-regulatory practices which inform First Amendment law. Particular topics discussed include censorship, obscenity and pornography, libel law, privacy, governmental secrecy, regulation of broadcasting and advertising, issues of free press/ fair trial, and entertainment law. **Condray. 4**

Music

101—INTRODUCTION TO MUSIC. A course designed to develop the listener's understanding of and relationship to a variety of music styles, chiefly those of Western classical music. **Chan. 4**

103—MUSICIANSHIP. A course designed for the general student in the basic fundamentals of music designed to facilitate the reading and understanding of musical syntax. Students will also be introduced to the new technology, including computer music notation and MIDI sequencing. **Brunetto. 4**

104-105—MUSIC THEORY I, II. A course in the harmonic structure of tonal music plus aural and keyboard training. Students should know how to read music. **Borishansky. 4**

216—TECHNIQUES OF MULTI-TRACK RECORDING. Instruction includes the operation of the Macintosh computer with MIDI keyboard interface along with training in recording studio engineering techniques in a fully-equipped eight-track recording studio. Students will participate in two lectures each week in addition to smaller team labs where they will work in the production and recording of live music. **Brunetto. 4**

217—ADVANCED AUDIO ENGINEERING AND COMPUTER MUSIC PRACTICUM. Advanced instruction in media production for radio and television including audio playback to video using SMPTE time coding and the complete production of a recording from basic tracks to mixing and two track mastering for album pressing Computer notation and sequencing with MIDI is explored to the fullest. Prerequisite: Music 116 **Brunetto. 4**

204—MUSIC THEORY III. A continuation of Music 105, including chromatic harmony and investigation into 20th century harmony and style. Prerequisite: Music 104-105 **Borishansky. 4**

Theatre & Cinema

219—ELEMENTARY CINEMA PRODUCTION. An introductory course exploring the nature of the cinematic medium from the point of view of production and technique, with an emphasis upon cinema as an aesthetic form. Each student will complete a series of film projects in 16mm format. The student will be required to share in the expenses involved in his or her film production. Required of Cinema majors. No prerequisites. **Bussan. 4**

310—VIDEO THEORY AND PRODUCTION. A course in video examining this electronic-based medium in both theory and practice. Students will complete a series of short video projects in several genres--documentary, narrative and experimental. Emphasis will be placed on comparisons between video and film, film grammar and all facets of production. Offered once each year. Students will be required to share in the expenses of their productions. Required of Cinema majors. Prerequisites: 219. **Bussan. 4**

326—HISTORY OF CINEMA. A survey of the social and aesthetic impact and development of cinema from its literary and technological origins in the 19th century, through the French and American development of the early silent cinema, Soviet expressive montage, German expressionist cinema, the French surrealist avant garde, the studio years of Hollywood, Italian neo-realism, the new wave, and contemporary developments, including the recent influence of electronically genrated and broadcast cinema. Offered every other year. Screenings, readings, research, and critical papers. Required of Cinema majors. **Stout. 4**

328—SCREENWRITING. A course offering a small group of students guided practice in dramatic writings for the screen. This seminar will include readings, film viewing, script analyses and weekly writing exercises, with emphasis upon the dramatic feature screenplay. Offered every other year. Prerequisite:one previous cinema course, junior or senior standing, or consent. **Stout. 4**

410—ADVANCED CINEMA PRODUCTION. A production course designed for the advanced student of cinema. A rigorous and intensive practical course in the techniques of sound motion picture production. Working in the 16mm format, students will complete a series of individual and group projects. Production managements, camera work, sensitometry, lighting, sound recording and mixing, double-system editing, printing and laboratory processes. Offered once each year. The student is expected to share in the expenses of his or her production work. Required of Cinema majors. Prerequisite: Theatre/Cinema 219 **Stout.4**

419—CINEMA WORKSHOP. Designed for a limited number of students who have demonstrated significant ability in cinema production. The course will involve the student in the creation of works of cinematic art in 16mm sound format as a total process from script to screen. Some advanced video production may be permissible, by consent. Admission by consent. The student will be expected to share in the expenses of his or her production work. Offered each semester. Repeatable up to a limit of 16 credit hours. *It should be noted that Cinema Workshop is not designed to provide professional training but rather to permit the student to explore his or her creative abilities while employing professional tools and procedures.* Prerequisites: Theatre/Cinema 219 and 410 **Bussan. 4**

300—RESEARCH PRACTICUM. A course in which, through collaboration with other majors and independent study, students research and design a project to be undertaken during the senior year. Required in the Spring semester of the junior year. **Condray.1**

361-362—DIRECTED STUDY. **Staff. 4**

363-364—INDEPENDENT STUDY. **Staff. 4**

451-452—SENIOR RESEARCH. A capstone experience in which students individually or in collaboration with other majors create and produce a media project which integrates skills and artistic expression acquired through their interdisciplinary coursework. (A minimum of 4 credit hours required.) **Staff. 4**

Modern Languages

Associate Professor Susan Paun de García, Chair

Professors Judy Cochran, Charles O'Keefe, Ilse Winter; Associate Professors Gary L. Baker, Susan Paun de García, J. Eduardo Jaramillo, Bernardita Llanos; Adjunct Associate Professor John D. Kessler; Assistant Professors Christine L. Armstrong, Monica Ayala, Sarah Gore, Xinda Lian, Maria-Madeleine Stey; Visiting Instructor Margarita Rosa Jacome Lievano

Departmental Guidelines

Educated people spend their lives trying to grow in political, social and intellectual freedom. One kind of intellectual freedom requires us to break away from the notion that our native language is the most natural and apt means of expressing the full range of human experience. An education can start with the discovery that **all** words are purely conventional devices. They are nonetheless tools that stir emotions, articulate ideas, and establish relationships with others. Learning a foreign language contributes to our education by providing an intimate exercise in cultural and linguistic concepts that open up new vistas on what it can mean to be human. Furthermore, foreign-language courses allow entry into the subjectivity of the target language on its own cultural and linguistic grounds, thus making possible a different and more profound redefinition of culture.

Our basic courses offer the opportunity to start acquiring the skills and knowledge necessary for the eventual mastery of a foreign language. When students take full advantage of that opportunity, they can use the target language in subsequent courses dealing with the foreign culture. The Department emphasizes the use of a foreign language in most of its courses because it believes that students can best appreciate a foreign culture from within its own mode of expression.

With a view toward career opportunities, the Department encourages

integrating foreign language study with a variety of other academic areas, such as history, philosophy, international studies, environmental studies, biology, economics, political science, and English. Courses in area studies and literature, aside from their intrinsic worth, also present multiple opportunities for experiences with other cultures and various realms of intellectual activity.

A student wishing to spend a summer, a semester, or a year abroad with programs approved by Denison should consult members of the Department and the Office of Off Campus Studies (see "Off Campus Programs"). Opportunities to improve the student's command of the language are provided on the campus by the language tables, foreign films, club meetings, field trips, and similar activities sponsored by the Department.

Certification by the Department of Education of the State of Ohio requires a minimum of 45 semester-hours of credit in one language, including courses at the beginning and intermediate levels.

Multimedia Language Center

An important asset of the Department is the Multimedia Language Learning Center. With its 22 Macs and 3 PCs, the MLLC provides support for learning activities, outside and inside the classroom, ranging from grammar drills to research as well as discussions on authentic materials published on the WWW. All beginning courses (first two semesters), meet in the MLLC once a week. Students are also required to do independent work outside of class. The Director organizes the schedule and trains a team of student assistants in skills that range from system administration to authoring systems

General Departmental Regulations

Students planning to major in the Department or to receive a teaching certificate are advised to begin course work in the first year. Those wishing to fulfill the basic requirement in language by continuing the one begun in secondary school will find it advantageous to begin their course work in the first year. The language requirement should be completed by the end of the junior year.

Course Offerings

Chinese

111-112—BEGINNING CHINESE. A comprehensive introductory course in modern standard Chinese through the four basic skills: aural comprehension, speaking, reading, and writing. The two beginning courses will concentrate on correct pronunciation and the four tones as well as the basic grammatical patterns. **Lian. 4**

205—CLASSICAN CHINESE LITERATURE IN TRANSLATION. A survey of Chinese literature from antiquity to the 13th century, providing acquaintance with, and enjoyment of, masterworks of various genres that have exerted great influence on the life and thought of Chinese people through the ages. (Normally offered in the fall.) **Lian. 4**

211—INTERMEDIATE CHINESE. Development of conversational skills. Comprehensive grammar will be the core of the course, along with further development of reading ability and more extensive oral practice. Prerequisite: 112 **Lian. 4**

212—INTERMEDIATE CHINESE. Further development of fluency in conversation and in reading. Emphasis on the students' ability to write Chinese characters through composition exercises. Prerequisite: 211 **Lian. 4**

305—TAOISM AND CHINESE LITERATURE. This course will examine a special group of early Chinese texts from antiquity to the 8th century that will not only enlighten, but also delight, modern readers: ancient Taoist texts written in fascinating literary style, and a variety of literary works informed with Taoist spirit. No knowledge of Chinese is required. (Normally offered in the spring.) **Lian. 4**

361-362—DIRECTED STUDY. Readings in Chinese texts. **Staff. 3-4**

363-364—INDEPENDENT STUDY **Staff. 3-4**

French

There are two majors offered in French; French Language and Culture, and French Language and Literature.

French Language and Culture

A student majoring in French Language and Culture must take the following nine courses:
French 214 (4 credits) Area Study: France
French 215 or 305 (4 credits) French Readings or Creative Reading/Writing in French
French 311 (4 credits) Survey of French Lit I: From the Middle Ages through the 18th Century
French 312 (4 credits) Survey of French Lit. II: 19th & 20th centuries
French 313 (4 credits) La Francophonie littéraire
French 314 (4 credits) The Contemporary French-Speaking World
French 418 (3 credits) Seminar
+1 300-level course in French
+1 semester senior research with either a writing project or an examination (4 credits)
A student minoring in French Language and Culture must take the following six courses:
French 213 (4 credits) Conversation and Phonetics
French 214 (4 credits) Area Study: France
French 215 or 305 (4 credits) French Readings or Creative Reading/Writing in French
French 311 or 312 (4 credits) Survey of French Literature I or Literature II
French 313 (4 credits) La Francophonie littéraire
French 314 (4 credits) The Contemporary French-Speaking World

French Language and Literature

A student majoring in French Language and Literature must take the following nine courses:
French 214 or 314 (4 credits) (Area Study: France or Contemporary French-Speaking World)
French 215 or 305 (4 credits) (French Readings or Creative Reading/Writing in French
French 311 (4 credits) Survey of French Lit I: From the Middle Ages through the 18th century
French 312 (4 credits) Survey of French Lit. II: 19th & 20th centuries
French 313 (4 credits) La Francophonie littéraire
French 418 (3 credits) Seminar

+3 300-level French Literature courses
A student minoring in French Language and Literature must take the following six courses:
French 213 (4 credits) Conversation and Phonetics
French 214 (4 credits) (Area Study: France)
French 215 or 305 (4 credits) (French Readings or Creative Reading/Writing in French
French 311 (4 credits) Survey of French Literature I
French 312 (4 credits) Survey of French Literature II
+1 300-level French Literature course or French 313 (La Francophonie)

213--CONVERSATION AND PHONETICS. Training and refining of skills in grammar, pronunciation, and oral communication. Prerequisite: 211 or placement. **Staff 4.**

214--AREA STUDY-FRANCE. The course deals with the question: "What makes the French French?" by examining several aspects of French culture, such as child rearing and the process of socialization, the structure of the family and society, symbolic behavior. The approach compares American and French cultures. Conducted in French. Prerequisite: 213 or equivalent. **Armstrong 4.**

215--FRENCH READINGS. Students will read extensively from French literary works and works of general culture. Conducted in French. Prerequisite: 213. May be taken concurrently with 213 or equivalent. **Staff 4**

305--CREATIVE READING AND WRITING IN FRENCH. Approaches to comprehension and appreciation of literary writing through analysis of semantics, syntax and grammar. Recommended as preparation for advanced work in French. Conducted in French. Prerequisite: 213, 215, or equivalent. **Staff 4.**

311--SURVEY OF FRENCH LIT. I: FROM THE MIDDLE AGES THROUGH THE 18TH CENTURY. Introduction to major literary movements and figures with readings from representative authors. Conducted in French. Prerequisite: 305 or equivalent. **Staff 4.**

312--SURVEY OF FRENCH LIT. II: 19TH & 20TH CENTURIES. Introduction to major literary movements and figures with readings from representative authors. Conducted in French. Prerequisites: 305 or equivalent. **Staff 4.**

313--LA FRANCOPHONIE LITTÉRAIRE. Explore the texts of French-speaking peoples outside of France; examine the texts (written and other) against the historical background of colonization, independence, and post-colonialism, to see how each writer or artist has struggled with the inheritance of the French language in a non-European or multicultural context. Conducted in French. Prerequisites: 215 or 305. **Gore 4.**

314--THE CONTEMPORARY FRENCH-SPEAKING WORLD. This culture course will follow and research contemporary political, economic and social events in French-speaking countries. The events will be considered as they unfold daily, from the point of view both of the francophone world and of each of the countries involved. Conducted in French. Prerequisite: 214. **Armstrong 4.**

330--TEXTS IN FRENCH: THEMES. This course proposes the study of French texts (taken in its broad definition, including the written text, film, music...) through a theme, such as the Romantic Hero, the Epic Hero, Emergence of Aesthetics, the Portrayal of Women, Dada and the Surrealists, Gide... . Conducted in French. Prerequisite: 311 or 312. **Staff 4.**

331--TEXTS IN FRENCH: GENRES. This course, students will discuss and analyze French texts (taken in its broad definition, including the written text, film, music...) through the common thread of a genre such as Novels, Theater, Film, Short Stories, Poetry, Opera... . Conducted in French. Prerequisite: 311 or 312. **Staff 4.**

361-362--DIRECTED STUDY **Staff 3-4.**

363-364--INDEPENDENT STUDY **Staff 3-4.**

418--SEMINAR. Advanced study of special topics in language, literature or culture. Conducted in French. Prerequisite: one advanced course beyond 311-312. **Staff 4.**

451-452--SENIOR RESEARCH. **Staff 4.**

461-462--INDIVIDUAL WORK FOR HONORS **Staff 4.**

German

Students majoring in German must take a minimum of nine courses beyond German 211. Major electives would include German 250 and any combination of 300- or 400-level classes. Five of the nine courses are obligatory:

213-Intermediate Conversation and Composition (or equivalent)
301-Contemporary German Culture
311-Introduction to German Literature
314-Advanced Grammar, Composition and Conversation
416-Senior Seminar

Two of the four remaining required courses must be in literature, taken from Denison's course offerings or equivalent courses offered by an approved program abroad. The other two courses can be advanced language or civilization courses.

A student minoring in German must take at least three advanced language courses above the 211 level, one literature course, and one course in area studies. Recommended courses:

German 213-Intermediate Conversation
German 250-Readings in German Literature and Culture
German 301-Contemporary German Culture
German 314-Advanced Grammar, Composition and Conversation
German 311-Introduction to German Literature or one other literature course

111-112—BEGINNING GERMAN. A comprehensive introductory course in German develops the four basic skills: aural comprehension, speaking, reading, and writing. Does not count as credit toward a major. **Baker, Winter. 4**

199—INTRODUCTORY TOPICS IN GERMAN. A general category used only in the evaluation of transfer credit.

211—INTERMEDIATE GERMAN. The course is designed to improve comprehension of spoken and written German and to advance conversational skills. Grammar will also be reviewed. Prerequisite: 112 or placement. **Baker, Winter. 4**

213—INTERMEDIATE CONVERSATION AND COMPOSITION. Intensive practice in conversational skills on the intermediate level. Work in the Multimedia Center and composition will constitute a part of the course. Prerequisite: 211 or placement. **Baker, Winter. 4**

250—READINGS IN GERMAN LITERATURE AND CULTURE. The course guides and instructs students to analyze, understand, and evaluate a variety of texts. They will read several selections of short prose, poetry, and one or two plays. Although the emphasis is on reading and writing, there is ample opportunity to improve conversational skills. *Conducted in German*. Prerequisite: 211 or 213 or consent. **Baker, Winter. 4**

299—INTERMEDIATE TOPICS IN GERMAN. A general category used only in the evaluation of transfer credit.

301—CONTEMPORARY GERMAN CULTURE. An introductory course dealing with various aspects of Landeskunde including geography and topography, German history from 1945 to the present, including the events that led to Germany's unification in 1990. In addition, special topics such as the educational system, the status of women, environmental concerns, the mass media or others will be examined. *Conducted in German*. Prerequisite: 250 or 311 or 314 or consent. **Winter. 4**

302—SPECIAL TOPICS IN GERMAN CULTURE. A proseminar with an emphasis on culture, focusing on a specific theme, topic or area. Prerequisite: German 301 and 311 or 312. **Baker, Winter. 4**

311—INTRODUCTION TO GERMAN LITERATURE. The goal of the course is to train the students in the techniques of reading, interpreting, and evaluating literature. An equal amount of time (approximately four weeks) is devoted to short prose fiction, drama, and poetry, mostly from the 20th century. Short compositions in German throughout the semester constitute an essential element of the course. *Conducted in German.* Prerequisite: 250 or 314 or 301 or consent. **Baker, Winter. 4**

312—MASTERPIECES OF 20th CENTURY GERMAN LITERATURE AND FILM. A close study of works by Mann, Kafka, Hesse, Böll, Grass, and others. Films by directors such as Lang Gassbinder, Herzog von Trotta, Wenders and others are also the topic of this course. *Conducted in German.* Prerequisite: 311 or consent. **Baker, Winter. 4**

313—ADVANCED CONVERSATION AND COMPOSITION. Intensive practice in conversational skills on the advanced level. Weekly compositions are required. *Conducted in German.* Prerequisite: 213 or 314 or consent. **Baker, Winter. 4**

314—ADVANCED GRAMMAR,COMPOSITION AND CONVERSATION . Intensive review of grammar and writing skills which aims to increase oral and written accuracy. *Conducted in German.* Prerequisites: 250, 213, or 313. **Baker, Winter. 4**

317—GERMAN CLASSICS. An examination of literary masterpieces which deal with fundamental aspects of human experience: individual growth and self-realization, self and others, existence in time. Selected works by the following authors will be analyzed in detail: Goethe, Büchner, Schnitzler, Fontane, Rilke, Kafka and others. Prerequisite: 311 or consent. **Baker, Winter. 4**

321—THE ROMANTIC PERIOD IN GERMANY. A study of the works of Novalis, Tieck, Brentano, Eichendorff, Hoffman, Heine. Prerequisite: 311, or consent. **Baker, Winter. 4**

322—19th CENTURY PROSE AND DRAMA. Büchner, Hebbel, Keller, Meyer, Storm, Fontane, Hauptmann, and others. Prerequisite: 311 or consent. **Baker. 4**

361-362—DIRECTED STUDY. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN GERMAN. A general category used only in the evaluation of transfer credit.

416—SEMINAR. Advanced study of special topics in literature or culture. For seniors. *Conducted in German.* Prerequisite: 301, 311 and one other literature course. **Baker, Winter. 4**

451-452—SENIOR RESEARCH. **Staff. 4**

Spanish

Students majoring in Spanish must take a minimum of 10 courses above 213. Required courses are: Spanish 215, 220, 230 and 455 (or a one-semester Senior Research Project.) In addition, students must take 3 elective courses at the 300 level and 3 elective courses at the 400 level (other than 455). Students engaged in a full-year Senior Research Project in Spanish will only need two 400-level courses (other than 455).

The minor in Spanish consists of at least five courses above the 213 level, including three required courses at the 200 level and two electives at the 300 or 400 level.

The following courses are required: 215, 220 and 230.

Course Offerings

Introductory Spanish

111—BEGINNING SPANISH I. An introductory course in Spanish that develops the four basic skills of listening, speaking, reading, and writing. Emphasis will be on basic language structure. **Staff. 4**

112—BEGINNING SPANISH II. A continuation of skill development in basic Spanish structures. *Conducted in Spanish*. Prerequisite: 111 or placement. **Staff. 4**

199—INTRODUCTORY TOPICS IN SPANISH. A general category used only in the evaluation of transfer credit.

211—INTERMEDIATE SPANISH. This course prepares the student for a functional comprehension and use of spoken and written Spanish and emphasizes the cultures of the Spanish-speaking worlds. *Conducted in Spanish*. Prerequisite: 112 or placement **Staff. 4**

213—COMMUNICATION SKILLS. An intermediate course to develop conversational and writing skills. *Conducted in Spanish*. Prerequisite: 211 or consent. **Staff. 4**

299—INTERMEDIATE TOPICS IN SPANISH. A general category used only in the evaluation of transfer credit.

Literature

220—INTRODUCTION TO HISPANIC LITERATURE. Reading and discussion of literary works from the Spanish-speaking world. Emphasis will be on utilizing language skills in the study and analysis of literature from Latin America, Spain and the United States. *Conducted in Spanish*. Prerequisite: 215. **Staff. 4**

320—SURVEY OF SPANISH LITERATURE. Survey of literary genres, periods and movements in Spain from the Middle Ages to the twentieth century. The main focus will be to give a sense of literary history and cultural context; readings will include representative selections from each period. *Conducted in Spanish*. Prerequisite: 220 or consent. **García. 4**

325—SURVEY OF LATIN AMERICAN LITERATURE. Survey of literary genres, periods and movements in Latin America from 1492 to the present. The main focus will be to give a sense of literary history and cultural context; readings will include representative selections from each period and movement. *Conducted in Spanish*. Prerequisite: 220 or consent. **Ayala, Jaramillo, Llanos. 4**

420—SEMINAR IN PENINSULAR LITERATURE. Study and discussion in depth of a selected topic, writer or work from Peninsular literature. This course will involve the writing of a research paper. *Conducted in Spanish*. Prerequisite: 320, 325 or consent. **García. 4**

425—SEMINAR IN LATIN AMERICAN LITERATURE. Study and discussion in depth of a selected topic, writer or work from Latin American literature. This course will involve the writing of a research paper. *Conducted in Spanish*. Prerequisite: 320, 325 or consent. **Ayala, Jaramillo, Llanos. 4**

399—ADVANCED TOPICS IN SPANISH. A general category used only in the evaluation of transfer credit.

Advanced Spanish

215—GRAMMAR REVIEW AND COMPOSITION. An intensive review of basic Spanish grammar and the development of skills in the composition of Spanish prose. *Conducted in Spanish*. Prerequisite: 213 or consent. **Staff. 4**

315—INTERMEDIATE GRAMMAR. Study and practical written application of Spanish grammar on a more advanced level; this course will on occasion include special topics in usage and style of contemporary written and spoken Spanish. *Conducted in Spanish.* Prerequisite: 215 or consent. **Staff. 4**

355—READINGS AND PERFORMANCE IN SPANISH AND LATIN AMERICAN THEATER. An in-depth study and public performance of a play written by an author from Spain or Latin America. Critical analysis will accompany active student involvement in the public performance of a play. *Performed in Spanish.* Prerequisite: 215, 220 or consent. **Staff. 4**

415—SEMINAR IN LANGUAGE. In-depth study and discussion of selected topics in language, linguistics or translation. *Conducted in Spanish.* Prerequisite: 315 or consent. **Staff. 4**

455 - SENIOR SEMINAR. Intensive workshop in which students develop and expand previously undertaken research projects, which are presented orally in the annual Senior Symposium. Taught Spring Semester. Required of all seniors not engaged in Senior Research. **Staff. 4**

Culture

230—INTRODUCTION TO HISPANIC CULTURE. An introduction to the study of Hispanic cultures, both Peninsular and Latin American; this course presents the basic context of the customs, beliefs and values of the Hispanic peoples and seeks to provide a basis for more advanced study. *Conducted in Spanish.* Prerequisite: 215 or consent. **Staff. 4**

330—INTRODUCTION TO PENINSULAR CULTURE. A study of the attitudes, values, and beliefs of the Spaniard through history, institutions, traditions, and creative expression. *Conducted in Spanish.* Prerequisite: 230 or consent. **García. 4**

335—CULTURES OF LATIN AMERICA. This course introduces students to the cultural diversity of Latin America, and offers a comprehensive study of the Latin American ethnos. *Conducted in Spanish.* Prerequisite: 230 or consent. **Ayala, Jaramillo, Llanos. 4**

430—SEMINAR IN SPANISH CULTURE. An in-depth study of selected topics in the culture of Peninsular Spain. *Conducted in Spanish.* Prerequisite: 230, 330 or consent. **García. 4**

435—SEMINAR IN LATIN AMERICAN CULTURE. An in-depth study of selected topics in the culture of Latin America. *Conducted in Spanish.* Prerequisite: 230, 335 or consent. **Ayala, Jaramillo, Llanos. 4**

Latin American and Caribbean Studies (Conducted in English)

201—INTRODUCTION TO LATIN AMERICAN AND CARIBBEAN STUDIES. A comprehensive introduction to the nature of the problems of the Latin American society. A general study of the geography, the historical background, the social, economic, and political contemporary developments as well as the influence of religion and ideology on the Latin American and Caribbean countries. **Ayala, Llanos, Jaramillo. 4**

401—PROBLEMS IN AREA STUDY. A seminar intended to integrate student perspectives through selected topics. Primarily for students in the trans-departmental sequence Area Study: Latin America. **Ayala, Llanos, Jaramillo. 4**

Denison Programs in Latin America and Spain

The Summer Programs provide five to six weeks of cultural and academic experiences in a hispanic culture. The programs will be offered in alternating summers in Latin America and Spain. Students take an intensive language course taught by the faculty of the host institution in Spain or Latin America. Small language classes meet fours hours per day, and optional classes are offered each afternoon.

226--SEMINAR ON LATIN AMERICAN OR SPANISH CULTURE. Students also take a seminar in Latin American or Spanish culture, taught by a Denison faculty member. The seminar provides a framework for the understanding of the site culture while students live it daily. **Staff. 2**

Other

361-362—DIRECTED STUDY. **Staff. 2-4**

363-364—INDEPENDENT STUDY. **Staff. 2-4**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Music

Assistant Professor Rick Brunetto, Chair

Professors Elliot D. Borishansky, Marjorie Chan; Distinguished Professor of Fine Arts William Osborne; Assistant Professors Rick Brunetto, Stephen Zank; Instructor (part-time) Tom Carroll; Affiliated Studio Instructors Bob Allen, Linda Allen, Belinda Andrews-Smith, Richard Blatti, Nelson Harper, Glenn Harriman, Richard Lopez, Kenichiro Matsuda, Steven Monroe, Caryl Palmer, Robert Raker, Brian Redman, Roberta Ricci, Steve Rosenberg, Errol Schlabach, Belinda Smith, James Van Reeth, Olev Viro, Cornell Wiley.

Departmental Guidelines

The Department of Music is concerned with providing participatory opportunities in music for the academic community as a whole through courses for the general student, instrumental and vocal ensembles and private music lessons. Additionally the Department produces or sponsors about forty programs during the academic year in an effort to make music an important part of educational life at Denison.

Even so, the music major at Denison is regarded as an irreplaceable element in the total musical life. Without the nucleus which majors provide in the music program, through their highly developed musical skills and serious commitment to the art of music-making, there would be a reduction in the quality and in the extent of the musical environment at Denison. Students are encouraged to major in music while participating in the liberal arts spirit of the institution. A minor is offered for the student who wishes to gain basic competence in music.

The music program at Denison is concerned above all else with the students

themselves. The nourishment of each student as a creative individual is the focus on which the program is conceived and implemented.

Major in Music (B.A. Degree)

Courseload: 7 courses (28 credits)
Music Theory: 104 (Theory I), 105 (Theory II), 204 (Theory III)
Music History: 201 (History and Literature of Music I), 202 (History and Literature of Music II), 401 (Upper Level Seminar)
Elective course from the following: 212, 213, 214, 215, 216, 218, 219, 220, 221, 222, 223

Performance component (6-12 credits)
4 semesters of Music 140 (private lessons)
4 semesters of Music 130 (large ensembles); pianists and guitarists must take 2 semesters of Music 130 and 2 semesters of Music 131 (Chamber Music Ensemble). The applied music lesson fee is waived for majors.

A declared music major must be recorded as having attended 10 music department concerts every semester beginning with the semester in which the major is declared.

Students anticipating music as a possible major or minor are encouraged to enroll in Music 104, Music 140, and Music 130 during the first year.

Minor in Music

Requirements: Music 104-105, 201 or 202;
Elective course from the following: 212, 213, 214, 215, 216, 218, 219, 220, 221, 222, 223
Music 140 (4 semesters) and Music 130 (4 semesters).

Minors must be recorded as having attended 32 Music Department programs before graduation.

Course Offerings

101—INTRO TO MUSIC. A course designed to develop the listener's understanding of and relationship to a variety of musical styles, chiefly those of Western classical music. **Chan. 4**

103—MUSICIANSHIP. This course focuses on music fundamentals, basic conducting, aural and keyboard skills. **Staff. 4**

104-105—MUSIC THEORY I, II. A course in the harmonic structure of tonal music plus aural and keyboard training. Students should know how to read music. **Borishansky. 4**

115—THE CREATIVE PROCESS. A study of the different factors that influence an artist in the creation of a musical, visual or literary work of art as well as an analysis of those factors which affect the success of a work of art. (Offered through the Honors Program.) **Borishansky. 4**

130—ENSEMBLES. Heisey Wind Ensemble, Blatti. 1; Orchestra, Boggs. 1; Concert Choir, Osborne. 1; Jazz Ensemble, Brunetto. 1; Broadway Limited, Monroe. 1.

131—CHAMBER MUSIC. A course which involves active rehearsal and performance in a small ensemble. **Staff. 1**

140—PRIVATE LESSONS IN PIANO, JAZZ PIANO, ORGAN, HARPSICHORD, VOICE, VIOLIN, VIOLA, VIOLONCELLO, STRING BASS, ELECTRIC BASS, JAZZ, FOLK AND CLASSICAL GUITAR, CLARINET, FLUTE, OBOE, BASSOON, SAXOPHONE, TRUMPET, FRENCH HORN, TROMBONE, AND PERCUSSION. Instruction is in private lessons and the need of the individual student at any level of instruction is met. Credit in Applied Music to a total of eight semester-hours may be obtained toward the B.A. degree by a major in any department, other than Music. One credit is given for one half-hour lesson per week and one hour of practice daily. (For costs, see Department of Music Fees under College Costs in Catalog.)

141—CLASS PIANO. Offered for beginning piano students, the piano class will focus on fundamental piano technique and score reading, as well as the playing of lead sheets. Students will work on individual electronic pianos, both solo and in groups. **Harper. 2**

142—GUITAR CLASS I. Recommended for beginners in guitar. Stresses fundamentals of picking, strumming and note reading. **Carroll. 1**

143—GUITAR CLASS II. For intermediate guitar students with basic skills. Emphasis on guitar styles and improvisation. Prerequisite: 142 or permission of instructor. **Carroll. 1**

199—INTRODUCTORY TOPICS IN MUSIC. A general category used only in the evaluation of transfer credit.

201—HISTORY AND LITERATURE OF WESTERN MUSIC I. An historical survey of the evolution of musical style in Western Europe from Classical Greece through the Classical Period. Prerequisite: 104. **Zank. 4**

202—HISTORY AND LITERATURE OF WESTERN MUSIC II. An historical survey of the evolution of musical style in Western Europe from Beethoven to the present. Prerequisite: 104. **Zank. 4**

204-205—MUSIC THEORY III, IV. A continuation of Music 105, including chromatic harmony and investigation into 20th century harmony and style. Prerequisite: 105. **Borishansky. 4**

212—MOZART: HIS LIFE AND HIS WORKS. This course will begin with a study of Mozart's life as revealed by his biographers, contemporary documents and Mozart's correspondence. The remainder of the course will be devoted to Mozart's compositions and will reveal how his life and work interacted. It will cover compositions of all genre which occupied him throughout his lifetime. Prerequisite: Any 100-level music course or the permission of the instructor. **Borishansky. 4**

213—CONCERT IN PROGRESS. Our exploration into the orchestral literature is twofold: listening to a required list of masterworks and writing a substantial paper on a specific set of compositions from that list -- then attending live performances of the discussed works. The class will meet twice a week. Discussion of the papers due the day of the concert will be followed by a discussion of the listener's perceptions of the live performance. **Chan. 4**

214—MUSIC IN AMERICA. A survey of music-making in our land from the Psalm tunes of the Puritans to the 18th century Yankee tunesmiths, the minstrel shows, the development of jazz, John Knowles Paine, George Gershwin, Aaron Copland, and John Cage and beyond. **Osborne. 4**

215—POPULAR MUSICAL THEATRE IN AMERICA. This course studies both the antecedents to the American musical (18th-century comic opera, blackface minstrels, the revue and vaudeville, and operetta) and the Broadway musical of this century, from Jerome Kern to Stephen Sondheim. **Osborne. 4**

216—TECHNIQUES OF MULTI-TRACK RECORDING. Instruction includes the operation of the Macintosh computer with MIDI keyboard interface along with training in recording studio engineering techniques in a fully-equipped sixteen-track digital recording studio. Students will participate in two lectures each week in addition to smaller team labs where they will work in the production and recording of live music. **Brunetto. 4**

217—AUDIO ENGINEERING AND COMPUTER MUSIC PRACTICUM. Advanced instruction in media production for radio and television including audio layback to video using SMPTE time coding and the complete production of a recording from basic tracks to mixing and two track mastering for CD pressing. Computer notation and sequencing with MIDI is explored to the fullest. Prerequisite: Music 216. **Brunetto. 4**

218—JAZZ AND THE MUSIC OF BLACK AMERICANS. This course will concentrate on jazz, but will include other types of music of American blacks: pre-jazz forms, gospel, rhythm and blues, and "classical" music in the European tradition. The place of the black musician in American society will be traced from the slave days to the present. **Staff. 4**

219—WORLD MUSIC. An introductory study of the music of Africa, Japan, Java and Bali, India, the Navahos, Rumania and Hungary. Emphasis will be placed upon the relationship of the music to the culturein which it developed, and some attention will be paid to intercultural similarities. **Staff. 4**

220—WOMEN IN WESTERN ART MUSIC. Though the extraordinary contributions of women in Western Art Music have received insufficient critical attention, recent theoretical and biobibliographical studies have sparked newly sophisticated and organized inquiries. An examination of this relatively new body of knowledge and of music composed by women in the centuries spanning (approximately) the late Medieval and Modern Jazz eras will frame the main outline for this course. Our main focus will be on the music: women's criticism, creative writing, and the import of their myriad social roles will be addressed, indeed problematized, but from a sociomusical perspective. **Zank. 4**

221—THE WORLD OF THE PIANO: A SOCIAL HISTORY. As seen through the eyes of men and women who composed, performed, taught and patronized the instrument, this course surveys the major works for the piano and its precursors, and it explores the important role keyboard instruments had and continue to have in the social fabric of Western society. The course approaches matters of musical style, analysis and performance. It also discusses gender issues and the changing social position of the keyboardist during the past 300 years. No ability at the keyboard is required. **Zank. 4**

222—ORCHESTRATION: INSTRUMENTATION AND ARRANGING. This course will focus on techniques of writing and orchestrating music for insrumental ensembles. Instruction will include instrument timbre combinations, ranges and transpositions, concepts of arranging and harmonization, as well as the use of computer music notation. Prerequisite: 105. **Staff. 4**

223—CONDUCTING: The course will introduce the student to the elementary techniques of instrumental and choral conducting, as well as score study. The practical classroom experience will be supplemented with observation of experienced conductors at work both in rehearsal and in performance. Prerequisite: permission. **Osborne. 4**

299—INTERMEDIATE TOPICS IN MUSIC. A general category used only in the evaluation of transfer credit.

304—STYLISTIC ANALYSIS. Analysis of rhythm, melody, harmony, form, and other stylistic features of representative works from the 18th through the 20th centuries. **Borishansky. 4**

306—COMPOSITION I. Basic compositional techniques. Prerequisite: 205. **Borishansky. 4**

361-362—DIRECTED STUDY. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3 or 4**

399—ADVANCED TOPICS IN MUSIC. A general category used only in the evaluation of transfer credit.

401—UPPER-LEVEL SEMINAR. A course for music majors and minors. Topic will vary.

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Neuroscience Concentration

Susan Kennedy, Associate Professor, Psychology
Robert Thorn, Assistant Professor, Biology

Neuroscience is the interdisciplinary study of the nervous system, unique in its quest to understand not only the biology and chemistry of the brain and nervous system, but also to understand how chemical and cellular functions relate to how organisms think and behave. Thus, neuroscience is founded on the tenet that an understanding of the brain and nervous system is only possible when approached from a perspective that integrates biological, chemical and psychological phenomena.

Guidelines

The Neuroscience Concentration at Denison is designed to offer students an interdisciplinary perspective on the nervous system and behavior, and to provide science students with the opportunity to obtain a diverse focus that both compliments and broadens the more narrowly-defined major.

General Requirements

Students concentrating in Neuroscience must fulfill the following course requirements:
A) *Courses required of all students* (12 semester hours; NEURO 200, NEURO 400, PSY 350)

NEURO 200: Introduction to Neuroscience. Typically offered to sophomores. Team-taught course designed to provide an overview and introduction to neuroscience as an interdisciplinary field. Includes an overview of the research methods of neuroscience, cellular, sub-cellular and chemical processes of neurons, structure of the nervous system, physiology and organization of the nervous system, structure-function relationships, including cognitive processes, emotion, sensory and motor systems and neurological disorders.

NEURO 400: Topics in Neuroscience. A senior-level seminar; discussions and presentations by students on issues relevant to neuroscience. Discussions of seminal works, interdisciplinary views on important topics.

PSYC 350: Physiological Psychology.

In addition to the three courses required of all students, students concentrating in Neuroscience must also complete basic science courses, as well as a number of advanced courses. Typically, the specific courses selected from the basic and advanced courses will be at least partially determined by the major toward which the student is working.

B) *Basic Science Courses* (8 semester hours; 2 courses must be taken from the same discipline); BIOL 110 and BIOL 112; CHEM 121 and CHEM 122

C) *Advanced Courses* (16 semester hours minimum; any 4 courses; providing prerequisites have been satisfied). Electives include BIOL 201, BIOL 224, BIOL 234, BIOL 240, BIOL 280, BIOL 341; CHEM 223, CHEM 224, CHEM 302, CHEM 401; PSYC 305, PSYC 310, PSYC 330, PSYC 340; PHIL 280

Certification in Organizational Studies

Professor Richard L. Lucier, Director

Committee: Daniel D. Bonar, L. Joy Sperling, Anita Waters, David O. Woodyard

Guidelines

The Organizational Studies program is multidisciplinary in intent and grounded in the liberal arts. Developing a theoretical base for organizational participation, leadership and human interaction requires moving beyond a single area of specialization. Through a multidisciplinary approach, students will begin to develop 1) an understanding of the human condition as it is experienced in organizational life, 2) an understanding of the complex nature of systems and institutions, and 3) the capacity for analysis that moves beyond simplistic solutions to explore the interplay of values, responsibility, and the achievement of social goals. The goals of this theoretical base are to be supplemented by and integrally related to both a significant experience in an appropriate organization and the mastering of specific skills not available in the regular curriculum.

General Requirements for the Certificate

In order to fulfill the expectations identified in the rationale, a student must complete four core courses and participate successfully both in a Summer Seminar and an appropriate internship. In order to further integration and thoughtful choices, the Director shall advise and have final authority over each student's particular program.

Core Courses (one in each area and no more than one from a department in the first three areas (A), (B), and (C).

(A) Economics and Organization. Courses meeting this requirement will explore the ways in which the distribution of scarce resources influences and shapes organizational life. Because economics essentially explores how resources may be managed and used within society, students will be exposed to 1) reasoning and problem-solving within a market economy and 2) the conceptual foundation of economic principles and modes of problem-solving.

(B) *The Individual Within the Organization.* Courses meeting this requirement will explore a particular venue within which the role and development of the individual occur in an organizational setting. Students will examine one of the following areas: 1) how individuals acquire, develop, and use knowledge in organizational settings, 2) how individuals communicate in the process of social interaction, 3) how individuals gain an overview of the nature and foundations of sociocultural behavior.

(C) *Organizational Processes and Social Organizing.* Courses meeting this requirement will explore how interdependent relationships emerge within organizations. Students will develop an understanding of organizational life in a disciplinary perspective which reflects on either the broad nature of social organizing, or a specific aspect of organizational life.

(D) *Electives.* Courses or projects meeting this requirement will explore an aspect of organizational studies that is particularly appropriate to vocational aspirations, the integrity of the program and/or the major.

1. An Integrative Directed Study (or)
2. A Senior Research/Honors Project in the major that integrates the program into a new research project (or)
3. An elective course approved by the director.

Summer Seminar

The premise driving this four-week seminar is that organizations need persons capable of examining problems with a critical and imaginative eye and of responding in an ever-changing environment with policies, actions, and decisions that reflect underlying principles. Given the strength of the liberal arts in developing critical thinking and problem solving skills, this seminar will focus on the application of those skills in the workplace by doing two things. First, students will be introduced to the language and fundamental principles of finance, accounting, marketing, and management, enabling them to hear and interpret the problems faced by organizations. Second, students will be provided with examples of concrete problems and allowed to investigate multiple solutions.

An Internship (May Term, summer or semester long)

In some fields (e.g., the arts) it may be appropriate to begin with the internship, in which case the core courses will become forms of analysis of the experience, supplemented by the Summer Seminar. In other disciplines, the internship will become the venue where the course work and Summer Seminar are brought into play. In either case, the completion of the internship shall result in a major, integrative paper.

Philosophy

Faculty

Professor David Goldblatt, Chair

Professors David Goldblatt, Anthony J. Lisska, Ronald E. Santoni, Steven Vogel; Assistant Professors Barbara Fultner, Jonathan Maskit, Mark Moller

Departmental Guidelines

To do philosophy is to encounter some of the most fundamental questions which can be asked about human existence. Philosophical investigation leads students to recognize the otherwise unnoticed assumptions that, far from standing on the periphery of our daily lives, underpin even our most ordinary ways of interacting with other persons and engaging in human projects. Such assumptions concern, for example, the nature of human knowledge, action, and value. Philosophy challenges students to move beyond uncritical patterns of thought, to recognize problems, and to exchange a more naive world view for a more considered and justifiable one. In doing so, students learn to think in ways that are simultaneously both disciplined and imaginative. Philosophy Department faculty members cooperatively approach these concerns from diverse perspectives, both in studying the works of major philosophers and in their own creative activity. Students are encouraged to join with the faculty in this inquiry and to philosophize creatively on their own. The courses and seminars in the Department are intended to develop the abilities necessary for these activities.

The Philosophy Department recommends that students wishing to take Philosophy to meet the Critical Inquiry General Education requirement enroll in Philosophy 101 or First-Year Studies 102 (Philosophy) during their first year. Upperclass students may elect special sections of Philosophy 101 which will be set aside for them.

The Major in Philosophy

A major in Philosophy requires nine semester-courses to be selected by the student in consultation with his or her major adviser. The nine courses must include Philosophy 231 and Philosophy 232, and two semesters of the Junior/Senior Seminar (Philosophy 431-432). Philosophy 101 or any First-Year Seminar taught by a member of the department may count toward the major. However, not more than three 100-level courses and not more than one First-Year Seminar 102 may count toward the major. Philosophy majors are also required to take one additional course at the 300 level or above and must participate in the one-credit Senior Symposium (Philosophy 440) in their final semester.

The Philosophy Department welcomes double majors and self-designed majors, and is experienced in helping students integrate Philosophy with work in other disciplines. To avoid possible scheduling problems, a student considering a major in Philosophy (or one which includes Philosophy) should consult the Department early in his or her college career.

The Philosophy Department participates in the interdepartmental major in Philosophy, Politics and Economics. Details about this program can be found on page 133.

The Minor in Philosophy

Philosophy, by its very nature, is ideally suited to assist a student in integrating and articulating his or her knowledge gained in other areas. For this reason we attempt to tailor a student's minor program in philosophy around the specific course of studies he or she is pursuing in his or her major subject. This means that our minor program places a premium upon departmental advising.

Each philosophy minor is required to choose a department member as his or her philosophy adviser. The philosophy adviser will not replace the student's primary academic adviser. However, the philosophy adviser will have responsibility for guiding the student in designing the minor program in philosophy. The adviser will work with the student to construct a program within the following general guidelines: (1) The student must take a minimum of five courses in philosophy. Philosophy 101 or or any First-Year Seminar taught by a member of the department may count toward the minor. (2) The student must take at least one Junior-Senior Seminar. It is our general expectation that this seminar will be taken in the senior year.

The Philosophy Colloquium

Each year the department sponsors a colloquium series, bringing to campus nationally and internationally known philosophers who meet with students and staff. Recent visitors to Denison have included Brian Davies (Blackfriars, Oxford), James Sterba (Notre Dame), Thomas McCarthy (Northwestern), Judith Butler (Berkeley), Robert Solomon (Texas), Linda Alcoff (Syracuse), Alasdair MacIntyre (Duke), Jaegwon Kim (Brown), Stephen Melville (The Ohio State University), Sandra Harding (Delaware) and Karsten Harries (Yale).

Other Philosophy Activities

The Philosophy Department annually publishes a national undergraduate philosophy journal, *Episteme*. This journal is edited and produced by philosophy majors and minors in consultation with a faculty adviser. *Episteme* encourages and receives submissions from undergraduate philosophy students throughout the country.

Course Offerings

102—FIRST-YEAR SEMINAR. (See course description of the First-Year Program in this catalog). Several sections are taught by the Philosophy staff each year. Generally, this course satisfies the General Education requirement in Critical Inquiry, when it is taught by a member of the Philosophy department. Open to first-year students only. **All Staff Members. 4**

101—ENDURING QUESTIONS OF PHILOSOPHY: AN INTRODUCTION. This course aims to introduce the student to the nature and concerns of philosophy by confronting fundamental issues in areas of philosophy such as ethics, political and social philosophy, metaphysics, epistemology and others. It is intended that the student develop skills in rigorous thinking and become involved in the process of philosophizing. This course satisfies the General Education requirement in Critical Inquiry. Offered each semester. **All Staff Members. 4.**

121—ETHICS: PHILOSOPHICAL CONSIDERATIONS OF MORALITY. This course explores the

fundamental questions of ethical theory, asking how ethical judgments can be made, what justifications they may receive, whether terms like "right" and "wrong" have fixed meanings, whether moral assertions can claim universal validity or whether morality is rather relative to a culture or to an individual's beliefs. Depending on the semester, issues of applied ethics — having to do with abortion, medical ethics, business and professional ethics, ethics and the environment, war and peace, etc. — will be raised as well. This course satisfies the General Education requirement in Critical Inquiry.
Fultner, Moller. 4

126—SOCIAL AND POLITICAL PHILOSOPHY. Social and Political Philosophy is about justifications of power and freedom in their many crude and subtle forms and about whether objective or rational justifications in political and social action are practical or even possible. The course will take into account the various methods utilized by philosophers in rendering their world views. It includes an exploration of a network of fundamental philosophical questions regarding the nature of the community, the state, the role of the individual and the relationships among them. Students will become comfortable with some of the great classical texts in Western political thought from Plato, Aristotle, Hobbes, Locke, Rousseau, Smith, Marx and Nietzsche as well as with more contemporary sources. Thus, this course raises questions about the social practices of Western culture, including the issue of whether the social and the political dimensions of our thinking can be justifiably separated. This course satisfies the General Education requirement in Social Inquiry. Prerequisite: Any 100-level philosophy course, any First-Year Seminar taught by a member of the Philosophy department, or consent. **Goldblatt, Vogel.4**

191-92—INTRODUCTORY TOPICS SEMINAR IN PHILOSOPHY. An introductory inquiry into issues and problems that are now at the center of philosophical attention. Topics vary from semester to semester in accordance with current interests of students and faculty. **Staff. 4**

199—INTRODUCTORY TOPICS IN PHILOSOPHY. A general category used only in the evaluation of transfer credit.

201—PHILOSOPHY OF RELIGION. In this course, the student will be encouraged to come to grips with some of the basic theoretical and/or intellectual problems which confront religion and religious belief as treated in both classical and contemporary philosophy. More specifically, the course will focus on the *traditional* problems related to argumentation for or against God's existence (including the problem of evil), and *contemporary* issues related to the legitimacy of religious language and the possibility of religious "knowing." This course will emphasize the doing of philosophy of religion, and students will be encouraged to relate the issues of the course to their existence. Prerequisite: Any 100-level philosophy course, any First-Year Seminar taught by a member of the Philosophy department, or consent. **Santoni. 4**

205—LOGIC. A study of reasoning in ordinary language and in contemporary symbolic languages with emphasis on the connections between the two. Attention is also given to informal fallacies, paradox, ambiguities of ordinary speech, the problems of definition, and the critical analysis of arguments in natural settings. Emphasis in symbolic logic is on translation and proof, and computer assisted instruction is employed in the teaching of these skills. **Moller, Vogel.4**

231—GREEK AND MEDIEVAL PHILOSOPHY. An examination of some fundamental problems in Metaphysics (what there is) and Epistemology (how we come to know), in the context of the origin and development of Greek thinking from the pre-Socratics, Sophists and Socrates, Plato and Aristotle, through selected writers in the Medieval period including Plotinus, Augustine, Thomas Aquinas, Duns Scotus, William of Ockham, and Nicholas Cusanus. This course satisfies the General Education requirement in Western Studies. Prerequisite: Any 100-level philosophy course, any First-Year Seminar taught by a member of the Philosophy department, or consent. **Lisska.4**

232—MODERN PHILOSOPHY: DESCARTES THROUGH KANT. An examination of the two fundamental philosophical traditions of the 17th and 18th centuries, Rationalism and Empiricism, and of Kant's attempt to combine their insights. This course traces the development of such themes as the nature of human experience, the foundations of knowledge, and the limits of knowledge through the work of Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. Their attempts to resolve these questions formed the basis for much of the intellectual history of the "Age of Reason and Enlightenment" and continue to inform contemporary investigations of knowledge, language, and mind. This course satisfies the General Education requirement in Western Studies. Prerequisite: Any 100-level philosophy course, any First-Year Seminar taught by a member of the Philosophy department, or consent. **Fultner.4**

243—THE CONFUCIAN CLASSICS. An examination of the basic texts of the East Asian cultural tradition which define human nature, what it is to be moral, and a complex political philosophy. The canon of Confucian classics has probably been the most influential in world history. They still provide the modern ground of discourse for the Chinese, Vietnamese, Korean and Japanese peoples. Research papers may focus on the original canon, or on their application to any of the cultural traditions mentioned above. **Keenan.4**

250—PHILOSOPHY OF LAW. Does law have an intrinsic connection with the moral order, or is it whatever a legislature or judge say it is? This course will analyze the concept of law, with particular attention given to the conflict between the natural law tradition and legal positivism. The justification of legal authority and the nature of legal reasoning will be considered. Normative issues, including the relation between law and concepts of justice, equality, liberty, responsibility, and punishment will also be addressed. Prerequisite: Any 100-level philosophy course, any First-Year Seminar taught by a member of the Philosophy department, or consent. **Lisska.4**

260—ENVIRONMENTAL ETHICS. This course investigates the question of our ethical relations and responsibility to objects and systems in the natural world, including animals, other living beings, non-living entities, ecosystems, and "nature" as a whole. It also asks about nature as such, what nature is, what the place in it is of humans, the role of human action in transforming nature, etc. The question of the relation of the natural to the social will receive special attention. Prerequisite: Any 100-level philosophy course, any First-Year Seminar taught by a member of the Philosophy department, any Environmental Studies course, or consent. **Maskit, Vogel.4**

269—PHILOSOPHY OF THE ARTS: AESTHETICS. A seminar consisting of a series of philosophical investigations into the arts (with all the arts of relevance) and not a history of the field. We will be concerned with such items as the role of the art world, the role of art theory, the nature of the art object and how it differs from any non-art artifact, the nature of the creative process, aesthetic experience, art criticism, interpretation and problems of evaluation of art works. This course satisfies the General Education requirement in Artistic Inquiry. Prerequisite: Any 100-level philosophy course, any First-Year Seminar taught by a member of the Philosophy department, or consent.
Goldblatt. 4

275—PHILOSOPHY OF FEMINISM. Feminism can radically challenge traditional ways of doing philosophy. In asking why women and women's experience seem to be missing from the tradition of philosophy, it implicitly questions philosophy's claim to objectivity, universality, and truth. Thus, feminist criticism probes some of the most fundamental philosophical assumptions about our knowledge of and interaction with the world and other people. Are there philosophically significant differences between men and women? This course examines this and other questions, emphasizing contemporary feminist discussions of epistemology, ethics, and science. This course satisfies General Education requirement in Minority/Women's Studies. Prerequisite: Any 100-level philosophy course, any First-Year Seminar taught by a member of the Philosophy department, any course in Women's Studies, or consent. **Fultner, Vogel.4**

280—PHILOSOPHY OF MIND. This course addresses fundamental questions regarding the nature of the human mind and thought. Students will be introduced to the leading 20th century theories of mind as well as critical responses to these theories. They will become acquainted with the works of philosophers such as J.J.C. Smart, Gilbert Ryle, Ludwig Wittgenstein, Daniel Dennett, Patricia and Paul Churchland, Jerry Fodor, Fred Dretske, Hillary Putnam, and others. We will address questions such as whether we can know there are other minds, whether mental states are identical or reducible to brain states, how it is that our thoughts can be *about* anything at all, whether there is a "language of thought", and whether our ordinary talk about mental events genuinely explains human actions. Prerequisite: Any 100-level philosophy course, any First-Year Seminar taught by a member of the Philosophy department, Neuroscience 200, or consent. **Fultner.4**

291-292—INTERMEDIATE TOPICS SEMINAR IN PHILOSOPHY. An inquiry into issues and problems that are now at the center of philosophical attention. Topics vary from semester to semester in accordance with current interests of students and faculty. Prerequisite: Any 100-level philosophy course, and First-Year Seminar taught by a member of the Philosophy department, or consent.
Staff. 4

298—EXISTENTIALISM. This seminar will involve a study and discussion of the basic concepts and contentions of Existentialism as they have developed primarily in the "classic" 19th and 20th Century literature of Existentialism - philosophical and other. Topics such as alienation and authenticity, freedom and responsibility, morality vs. legality, rationality and the absurd, will be investigated and confronted. It is hoped that each student will use this seminar both as a basis for becoming closely acquainted with Existentialism, and as an occasion for coming to grips with and clarifying some of the fundamental value concerns and issues of his or her existence. Prerequisite: Any 100-level philosophy course, any First-Year Seminar taught by a member of the Philosophy department, or consent.
Santoni. 4

299—INTERMEDIATE TOPICS IN PHILOSOPHY. A general category used only in the evaluation of transfer credit. Any 100-level course philosophy course, any First-Year Seminar taught by a member of the Philosophy department, or consent.

305—METAPHYSICS. Metaphysics is often regarded as the foundation of philosophy. To think metaphysically is to think rigorously about the ultimate nature of reality. This course is an examination of a variety of metaphysical problems, including personal identity, mind, causation, space, time and human freedom. Readings will include a mixture of contemporary and classical sources including Plato, Hume, Leibniz, Schopenhauer, Ayer, Ryle, Moore and others. Prerequisite: Any 100-level course in philosophy, any First-Year Seminar taught by a member of the Philosophy department, or consent.
Staff. 4

306—THEORIES OF KNOWLEDGE. An inquiry into the meaning, possibility, conditions, criteria, and types of truth and/or knowledge, and a discussion of representative theories of knowledge. The class will aim to achieve clarity in respect to both classical and contemporary approaches to the problem of knowledge. The adequacy of those approaches will be assessed. Prerequisite: Any 100-level course in philosophy, any First-Year Seminar taught by a member of the Philosophy department, or consent.
Staff. 4

310—PHILOSOPHICAL ISSUES IN SCIENCE. This course considers a range of conceptual issues connected with the understanding and practice of science. Issues to be considered include explanation, theoretical reduction, the nature of scientific truth-claims, methodology, confirmation theory, the possibility of scientific progress, etc. Although these questions are raised from the perspective of philosophy, they are intended to provide insight into the actual practice of the sciences - from both contemporary and historical perspectives. This course should prove especially helpful to science majors seeking to achieve a different perspective on the scientific enterprise; however, non-science majors are equally welcome. Prerequisite: Any 100-level course in philosophy, any First-Year Seminar taught by a member of the Philosophy department, or consent. **Staff. 4**

312—ADVANCED SYMBOLIC LOGIC. Topics in the philosophy of logic and the foundations of mathematics. A symbolic language for predicate logic will be developed to the degree necessary for simple results in number theory, after which we will proceed to prove Godel's Theorem, and then to examine its philosophical implications (e.g., for questions in the philosophy of mind and artificial intelligence). Prerequisite: Philosophy 205, or Math 171, or consent. **Vogel. 4**

333—CONTEMPORARY BRITISH AND AMERICAN PHILOSOPHY. The course will trace the roots of Analytic Philosophy from its beginnings in the work of Bertrand Russell and G.E. Moore (and their rejection of 19th Century British Idealism), through its development by the members of the Vienna Circle (the Logical Positivists), and later by Ryle, Wittgenstein, Strawson, Quine, Sellars, and others. The aim will always be to understand the substantive concerns of the movement along with its methodology. Thus, the class will confront some of the central issues in Epistemology, Metaphysics, Ethics, Philosophy of Language, and Philosophy of Science as they have been treated by analytic philosophers. Prerequisite: Any 100-level course in philosophy, any First-Year Seminar taught by a member of the Philosophy department, or consent. **Fultner, Goldblatt. 4**

334—CONTEMPORARY CONTINENTAL PHILOSOPHY. This course traces the development of Continental Philosophy from 1900 to the present, including the phenomenological movement of Husserl, Heidegger, Sartre, and others; the neo-Marxism of the Frankfurt School and Habermas; the hermeneutics of Gadamer and Ricoeur; and the post-structuralism of Foucault, Derrida, and others. Prerequisite: Any 100-level course in philosophy, any First-Year Seminar taught by a member of the Philosophy department, or consent. **Maskit, Vogel. 4**

360—PHILOSOPHY OF LANGUAGE. The nature of language and meaning has been a pivotal concern of twentieth-century philosophers. This course will consider questions such as: What is a language? What is it for a word to have meaning? How is communication possible? Are meanings "in the head"? What is the relation between language and thought? This course will address topics such as reference, the role of speaker intentions, and the indeterminacy of translation. Students will be introduced to several strands of philosophy of language such as formal semantics and ordinary language philosophy, and will become familiar with the writings of philosophers ranging from Frege, Russell, and Wittgenstein to Quine, Austin, Putnam, Searle, Chomsky, Davidson, and others. Prerequisite: Any 100-level course in philosophy, any First-Year Seminar taught by a member of the Philosophy department, or consent. **Fultner, Goldblatt. 4**

361-362—DIRECTED STUDY. **Staff.3 or 4**

363-364—INDEPENDENT STUDY. **Staff. 4**

391-392—ADVANCED TOPICS SEMINAR IN PHILOSOPHY. An inquiry into issues and problems that are now at the center of philosophical attention. Topics vary from semester to semester in accordance with current interest of students and faculty. **Staff. 4**

399—ADVANCED TOPICS IN PHILOSOPHY. A general category used only in the evaluation of transfer of credit.

431-432—SEMINAR IN PHILOSOPHY (JUNIOR/SENIOR SEMINAR). An intensive study in a major figure in philosophic thought. The topic varies from semester to semester, depending upon the needs of the students and the interests of the Department. Recent seminars have dealt with Heidegger, Nietzsche and Wittgenstein, Quine, Rawls, James, and Sartre. Prerequisite: Any 100-level course in philosophy, any First-Year Seminar taught by a member of the Philosophy department, Junior/Senior standing, or consent. **Staff. 4**

440—SENIOR SYMPOSIUM. In the spring semester, senior philosophy majors present a paper in a symposium format to their peers and to philosophy faculty. The 12-page paper is the result of a year-long project. Students are also required to act as commentators for one other senior paper and to participate fully in all paper sessions. For senior philosophy majors only. **All Staff.1**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS **Staff. 4**

Additional information about Philosophy courses - and in particular, a current course guide with more detailed descriptions of current courses - may be obtained from the Philosophy Department, room 411 Knapp Hall.

Philosophy, Politics and Economics (PPE)

Committee: Professors Sohrab Behdad, James R. Pletcher, Steven M. Vogel

Faculty: Robin Bartlett, Sohrab Behdad, William Bishop, David Boyd, Laura Boyd, Emmett Buell, Eloise Buker, Theodore A. Burczak, Marcia Frost, Barbara Fultner, David Goldblatt, Andrew Katz, Paul King, Ross LaRoe, Anthony Lisska, Richard Lucier, Jonathan Maskit, Timothy Miller, Mark Moller, James Pletcher, Ronald Santoni, Jules Steinberg, Steven Vogel, Andrea Ziegert

Guidelines

The PPE Program enables students to pursue a rigorous course of studies exploring the important historical, methodological, and theoretical interconnections among the three indicated fields of study. It is designed,

specifically, to meet the needs of students seeking to understand the theoretical foundations of political and economic thought.

The PPE Program is overseen by the PPE Committee comprising one faculty member from each of the PPE departments. Each PPE major must choose a member of the PPE Committee to serve as his or her PPE adviser. The PPE Committee (as a whole) must approve the individual program of each PPE student. Students wishing to pursue a PPE major should contact one of the three PPE Committee members listed above.

The PPE Major

The course requirements for the PPE Program are divided into three sections, 1) Core Courses [12 courses], 2) Electives [5 courses], and 3) Senior Research [one semester]. Core courses are chosen to provide students with a grounding in each of the three disciplines; electives allow each student to concentrate upon a specific area or topic of interest; and the senior research project provides a culminating experience allowing students to draw together their work in the three disciplines. In effect, the PPE major is a double major distributed across three departments. Therefore, in keeping with college policy, students choosing the PPE major may not take any other major or minor.

Core Courses

Philosophy	*Political Science*	*Economics*
101 or FYS 102 (Philos.)	205 or 305	190 Principles
121 Ethics	202	201 Macroeconomics
126 Social & Political Philosophy	303 or 304	202 Microeconomics
	221 or 222	301 Hist. of Econ. Th.
250 Philosophy of Law		

Electives

A student must select five additional advanced courses in at least two of the three departments. The courses which satisfy this requirement must be approved by the PPE Committee. Under special circumstances, and with the approval of the PPE Committee, a student may be permitted to fulfill up to two of his or her elective requirements with courses outside of the Political Science, Economics, and Philosophy departments. It is the responsibility of each student's PPE adviser and, ultimately, the PPE Committee, to see that the student's course of study realizes the overall goals of the PPE Program.

Senior Research/Honors Project

In addition to completing the course sequence indicated above, each PPE student must complete at least one semester of senior research culminating in a senior research project or honors thesis linking the three areas and approved by readers chosen from the three departments.

PPE Proposal

Each prospective PPE student must submit a formal PPE proposal by March 15 of his or her sophomore year, indicating a general topic or theme that will serve as the focus of the major, and proposing a program of study that includes specific plans as to which core courses and which electives will count towards

the major. This proposal must be approved by the PPE committee before the student registers for the junior year. In addition, by the end of the junior year each PPE student must make a formal proposal for a senior research project, which must again be approved by the PPE committee.

Course Offerings

PPE

341-342—DIRECTED STUDY. **Staff. 3-4**

441-442—DIRECTED STUDY. **Staff. 3-4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Course Offerings — Core Courses

Economics

190—PRINCIPLES AND PROBLEMS. A survey of the field of Economics, with a balance of description, analysis, and policy. The purpose of the semester's work is to provide the student with an understanding of crucial economic concepts which are required to analyze a variety of economic problems, and to offer a chance to use these tools in discussing some of these problems. There is no prerequisite, but students who take Economics 150 may later take Economics 190. This course will be more technical and devoted to model building than the 150 course. **Staff. 4**

201—INTERMEDIATE MACROECONOMIC ANALYSIS. An examination of the determinants of national income, employment, and the price level in the economics system, including analysis of consumption and saving, private investment, government fiscal policy, business fluctuations, and the interactions between money and national income. Prerequisite: Economics 190.
Bartlett, Burczak, Frost, King, Miller. 4

201—INTERMEDIATE MACROECONOMIC LABORATORY.
Bartlett, Burczak, Frost, King, Miller. 1

202—INTERMEDIATE MICROECONOMIC ANALYSIS. An examination of the basic assumptions and methods of analysis employed in microeconomic theory, including demand analysis, production and cost relationships, market structures, distribution theory, general equilibrium, and welfare economics. Prerequisite: Economics 190. **D. Boyd, L. Boyd, LaRoe, Lucier, Ziegert. 4**

202—INTERMEDIATE MICROECONOMIC LABORATORY.
D. Boyd, L. Boyd, LaRoe, Lucier, Ziegert. 1

301—ECONOMIC CONTROVERSIES AND THE EVOLUTION OF ECONOMIC THOUGHT. A critical inquiry into the historical foundations of present controversies in economics. Two sets of issues have been intertwined in the development of the present paradigms in economic theory. There have been social and ideological issues such as the power of the state and the limits of individual rights, social harmony and conflict, stability and change, and poverty and inequality. And there have been theoretical concerns about the nature and determination of value, wages and prices, allocation of resources, distribution of social product, and the operation and efficiency of the market. In this course there is an attempt to better understand present controversies in economics by exploring the historical relation between socio-ideological issues and theoretical concerns within various schools of economic thought. Beginning with Medieval times and continuing into 20th century, selected writing of the leading members of these schools of thought will be critically examined in the context of the historical and institutional conditions of their time. Prerequisites: Economics 201 or 202. **Behdad, King, LaRoe. 4**

Philosophy

102—FIRST-YEAR STUDIES: TOPICS SEMINAR. (See course description of the First-Year Studies program in this catalog). Several sections are taught by the Philosophy staff each year. Generally, this course satisfies the General Education requirement in Critical Inquiry, when it is taught by a member of the philosophy department. Open to first-year students only. **All Staff Members. 4**

101—ENDURING QUESTIONS OF PHILOSOPHY: AN INTRODUCTION. This course aims to introduce the student to the nature and concerns of philosophy by confronting fundamental issues in areas of philosophy such as ethics, political and social philosophy, metaphysics, epistemology and others. It is intended that the student develop skills in rigorous thinking and become involved in the process of philosophizing. This course satisfies the General Education requirement in Critical Inquiry. Offered each semester. **All Staff Members. 4.**

121—ETHICS: PHILOSOPHICAL CONSIDERATIONS OF MORALITY. This course explores the fundamental questions of ethical theory, asking how ethical judgments can be made, what justifications they may receive, whether terms like "right" and "wrong" have fixed meanings, whether moral assertions can claim universal validity or whether morality is rather relative to a culture or to an individual's beliefs. Depending on the semester, issues of applied ethics — having to do with abortion, medical ethics, business and professional ethics, ethics and the environment, war and peace, etc. — will be raised as well. This course satisfies the General Education requirement in Critical Inquiry. **Fultner, Moller. 4**

126—SOCIAL AND POLITICAL PHILOSOPHY. Social and Political Philosophy is about justifications of power and freedom in their many crude and subtle forms and about whether objective or rational justifications in political and social action are practical or even possible. The course will take into account the various methods utilized by philosophers in rendering their world views. It includes an exploration of a network of fundamental philosophical questions regarding the nature of the community, the state, the role of the individual and the relationships among them. Students will become comfortable with some of the great classical texts in Western political thought from Plato, Aristotle, Hobbes, Locke, Rousseau, Smith, Marx and Nietzsche as well as with more contemporary sources. Thus, this course raises questions about the social practices of Western culture, including the issue of whether the social and the political dimensions of our thinking can be justifiably separated. This course satisfies the General Education requirement in Social Inquiry. Prerequisite: Any 100-level philosophy course, any First-Year Seminar course taught by a member of the philosophy department, or consent. **Goldblatt, Vogel.4**

250—PHILOSOPHY OF LAW. Does law have an intrinsic connection with the moral order, or is it whatever a legislature or judge say it is? This course will analyze the concept of law, with particular attention given to the conflict between the natural law tradition and legal positivism. The justification of legal authority and the nature of legal reasoning will be considered. Normative issues, including the relation between law and concepts of justice, equality, liberty, responsibility, and punishment will also be addressed. Prerequisite: Any 100-level philosophy course, any First-Year Seminar course taught by a member of the philosophy department, or consent. **Lisska.4**

Political Science

202—AMERICAN POLITICAL BEHAVIOR AND INSTITUTIONS. Introduction to the study of American politics. Course is divided into several segments in which selected questions of American politics will be examined in depth, with special emphasis on how the political scientist approaches the study of American political behavior. **Staff. 4**

205—INTRODUCTION TO CONCEPTS IN POLITICAL PHILOSOPHY.

221—INTRODUCTION TO COMPARATIVE POLITICS OF DEVELOPED STATES. This introductory course will focus on the politics of the major constitutional democracies of Western Europe and Japan. Although much of the course will focus upon how politics work in individual countries — United Kingdom, France, Federal Republic of Germany — the conceptual emphasis of the course will be comparative. Political parties, political forces and interests, representation, elections, executives, and bureaucracy will be among the subjects of comparative analysis. **Bishop. 4**

222—COMPARATIVE POLITICS OF DEVELOPING NATIONS. This course explores problems of stability, development and democracy in developing nations by employing basic concepts of comparative politics. Course discussions and readings will focus on concepts and will apply these to case studies drawn from Latin America, Africa, and Asia. Emphasis will be placed on learning analytic skills through essay examinations and papers. **Pletcher.** 4

300—METHODS OF POLITICAL SCIENCE. This course introduces undergraduates to the methods of inquiry in political science. Its chief purpose is to familiarize students with basic concepts and procedures of the empirical study of politics, thus better enabling them to comprehend readings assigned in more advanced courses. Although basic ideas in the philosophy of social science will be discussed in setting out the nominalist paradigm, most of the course concerns learning how research is done, applying this knowledge to projects, and enhancing analytic and practical research skills. The course provides extensive instruction in the use of SPSSX, knowledge that should prove valuable in many other respects. **Buell.** 4

301—PUBLIC POLICY ANALYSIS. This course is designed to offer a comprehensive overview of the theoretical explanations and research tools employed in public policy analysis. The scope of the course will emphasize the relationship between theoretical explanations of policy-making and the methodological approaches that have been designed to provide empirical tests for such theories. The theoretical approaches covered will include formal models of public choice, regulatory policies, and comparative public policy and evaluational approaches. The methodological topics will include regression analysis, quasi-experimental research design, risk assessment, and causal modeling. Consent required. **Staff.** 4

303—THE DEVELOPMENT OF POLITICAL THOUGHT — FROM MACHIAVELLI TO MILL. The emphasis of this course will be on examining the political ideas of a variety of different political thinkers from Machiavelli to Mill. We will try not only to interpret and understand what each theorist said, but also to determine the impact of traditional political ideas on contemporary political thought and practice. **Steinberg.** 4

304—THE DEVELOPMENT OF POLITICAL THOUGHT — FROM MARX TO PRESENT. The purpose of this course is an examination of political thought from Marx to the present. Emphasis will be placed on influence of Marx and Freud on contemporary political thought. **Steinberg.** 4

305—DEBATING, FRAMING AND RATIFYING THE CONSTITUTION. A course on the founding of the republic focusing on the Articles of Confederation, the constitutional convention of 1787, and the debates over ratification of the Constitution as reflected in Federalist and anti-Federalist papers. Students read Madison's journal of the Philadelphia convention, most essays in *The Federalist*, selected anti-Federalist esssays, and selected secondary materials. **Buell.** 4

Course Offerings — Electives

Students should consult current departmental course guides and departmental sections of this catalog to determine currently available courses. Electives must be selected in consultation with a student's PPE adviser.

Physical Education

Larry Scheiderer, Director of Athletics, Physical Education and Recreation

Lynn Schweizer, Chairperson and Associate Director of Athletics, Physical Education and Recreation

Associate Professors Gregg Parini, Lynn Schweizer; Assistant Professors James Bickel, Pan Fanaritis, Wendy Figgins, Bill Lee, Sara Lee, Gail Murphy, Alix Rorke, Bill Wentworth; Instructor Michael Caravana; Sports Information Director John Hire; Assistant Athletic Trainers Eric Winters, Brian Hortz

Departmental Guidelines

Through the unique contribution of the programs of the Department of Athletics, Physical Education and Recreation, our mission is to provide men and women the opportunity for growth and development in their intellectual, physical and social lives. The Physical Education major is committed to providing students with the knowledge and skills necessary to provide future generations with the opportunity to improve their physical and mental well-being through programs of athletics, physical education and recreation.

All 100-level Physical Education activity classes intercollegiate sports are offered for S/U credit. A student may count toward graduation no more than four credits for participation experiences that are credited S/U, unless such credits in excess of four are required for the student's major or minor.

One and two credit hour activity courses are offered for 14 weeks during 1st and 2nd semester. Seasonal sport activities are offered for 7 weeks each quarter for 1/2 credit.

The Physical Education Major

A student majoring in Physical Education must complete the core courses Phed 172, 301, 344, 429, 430, 438, 439, and Psych 200. The student must also elect one of the following concentrations and complete the courses in the concentration:

Coaching Concentration: Required courses: Phed core, Phed 340, 350, 375; Elective courses: Two courses from Phed 320 or 328, 315, 325, 345.

Sports Management Concentration: Required courses: Phed core, Phed 350, Econ 190, Psych 230

Elective courses: Two courses from Phed 320 or 328, 315, 325, 340, 345.

Sports Medicine Concentration: Phed core, Phed 340, 345, 350, 420, 441.

Teaching Concentration:

Teacher Certification in Physical Education

Students interested in State of Ohio Teacher Certification should consult with the chairpersons of the Education and Physical Education departments. Refer to the Education Department guidelines as described in the Education section of this catalog. In addition to the required Education courses, the student must take the following courses for grades 7-12 teacher certification: Bio 201 (prerequisite Bio 110); Phed 172, 301, 344, 350, 429, 430, 438, 439, Psych 200, and 5 hours of electives from Phed 100-200 level courses. For K-12 teacher certification, students must take the same required courses as the above, and 8 hours of electives from

Phed 100-200 level courses and 9 hours of electives from Phed 300-400 level courses.

Teacher Certification in Health Education

Students interested in State of Ohio Teacher Certification should consult with the chairpersons of the Education and Physical Education departments. Refer to the Education Department guidelines as described in the Education section of this catalog. In addition to the required Education courses, the student must take Bio 201 (prerequisite Bio 110); Phed 160, 172, 301, 340, 344, 345, 350, 438; Psych 200, 260.

The Physical Education Minor

The department offers the following minors:
Coaching Minor: The student must take Phed 172, 340, 350, 375. Electives: 4 courses from 300-400 level courses.
Sports Management Minor: The student must take Phed 172, 350, 430; Econ 190, Psych 230. Electives: 3 courses from 300-400 level courses.
Sports Medicine Minor: The student must take Phed 172, 340, 344, 345, 350, 438, 439 (prerequisite Bio 110 and 201) and 441. Normally, this minor would be completed in conjunction with a major in biology. Students have the opportunity to pursue pre-physical therapy or sports medicine in graduate school.

Course Offerings

100—INTRODUCTORY TOPICS IN PHYSICAL EDUCATION. A general category used only in the evaluation of transfer credit.

106—SWIM FOR FITNESS. This class is designed for the student who wants to learn, firsthand, the benefits and methods of aquatic conditioning. After completing this course, the participant will have the knowledge necessary to organize a personal conditioning program for lifetime fitness. The student should have a basic skill level in swimming. Not offered 1998-1999. **Staff. 1**

120—GOLF. For players on every level. An introduction to the techniques and rules required for participation in the sport of golf. Offered first and fourth quarter. **Staff. 1/2**

122—TENNIS. For players on every level. An introduction to the techniques and rules required for participation in the sport of tennis. Doubles and singles strategy along with court etiquette will be taught. Offered first or fourth quarter. **Staff. 1/2**

131—RACQUETBALL. For players on every level. Safety glasses required. Review the basic skills of serving, forehand and backhand strokes. A variety of serves and kill shots are demonstrated. Strategy is discussed. The level of competition provides enrichment and self-satisfaction. Offered third quarter. **Staff. 1/2**

151—INDOOR SOCCER. Students will learn the basic skills, rules and strategy, and apply them in game situations. Offered third quarter. **Staff. 1/2**

158—CO-ED FLOOR HOCKEY. Students will learn the basic skills, rules and strategy, and apply them in game situations. No previous experience necessary. Offered fourth quarter. **Staff. 1/2**

160—LIFETIME FITNESS. This course will provide the students with exposure to five areas of health and physical education which can be utilized to lead a healthy and fit lifestyle. The five areas include: strength training, running, nutrition, swimming and aerobics. Offered first and second semesters. **Staff. 1**

161—STRENGTH TRAINING. Students will learn and practice the principles of progressive resistance exercise, with an emphasis on safety factors; warm-up and stretching; selection of exercises and equipment; and the variation of sets and repetitions performed. Nutrition as it relates to strength training will also be covered. Offered first and second semesters. **Staff. 1**

162—SELF-DEFENSE. This course is for women to learn basic self-defense techniques to prevent sexual assault. We will discuss and practice strategies that can be used in a variety of self-defense situations, including street and job harassment, date-rape, and stranger assault. Students will learn to combine mental, verbal and physical self-defense techniques in their personal lives. Offered third quarter. **Schipper. 5**

165—SELF-DEFENSE ADVANCED. This course is for women and is a continuation of 162. Students will gain more experience in basic self-defense strategies and techniques. In addition, we will address more complicated situations, covered only briefly in the first semester, such as fighting from the ground, defending yourself with or against a weapon, and defense against multiple attackers. Offered fourth quarter. Prerequisite: 162 or equivalent. **Schipper. 5**

172—FIRST AID AND CPR. Students meeting the basic standards will receive American Red Cross certification in first aid and CPR. Offered first semester. **Schweizer. 1**

Varsity Sports: Students registering for varsity sports should contact the appropriate head coach well in advance of season for information on pre-season conditioning, team requirements and practice times. All varsity sports will be graded on Satisfactory/Unsatisfactory basis.

Men's Varsity Sports

180—BASEBALL.	Dan Briggs	1 cr.
181—BASKETBALL.	Bill Lee	1 cr.
182—CROSS COUNTRY.	Phil Torrens	1 cr.
183—FOOTBALL.	Bill Wentworth	1 cr.
184—GOLF.	Jim Bickel	1 cr.
185—LACROSSE.	Michael Caravana	1 cr.
186—SOCCER.	Sean Kramer	1 cr.
187-1—SWIMMING.	Gregg Parini	1 cr.
187-2—DIVING.	Tim Bruno	1 cr.
188—TENNIS.	Peter Burling	1 cr.
189—INDOOR/OUTDOOR TRACK.	Pan Fanaritis	1 cr.

Women's Varsity Sports

190—BASKETBALL.	Sara Lee	1 cr.
191—SOFTBALL.	Wendy Figgins	1 cr.
192—FIELD HOCKEY.	Alix Rorke	1 cr.
193—LACROSSE.	Alix Rorke	1 cr.
194-1—SWIMMING.	Gregg Parini	1 cr.
194-2—DIVING.	Tim Bruno	1 cr.
195—TENNIS.	Marni Nordstrom	1 cr.
196—INDOOR/OUTDOOR TRACK.	Pan Fanaritis	1 cr.
197—VOLLEYBALL.	Sara Lee	1 cr.
198—SOCCER.	Gail Murphy	1 cr.
199—CROSS COUNTRY.	Phil Torrens	1 cr.

201—RED CROSS LIFEGUARD TRAINING. This course is designed to certify students in CPR, first aid and American Red Cross Lifeguard Training. Certification may qualify students for employment at beaches, pools and camps. Not offered 1998-1999. **Schweizer. 2**

202—WATER SAFETY INSTRUCTOR. Successful completion of this course leads to American Red Cross Certification as a WSI. This course includes: review of Lifeguard Training Skills, opportunity to receive CPR and first aid certification, and teaching progressions for a variety of strokes. Students will experience 4 weeks of practice teaching of faculty/staff children. Not offered 1998-1999. **Schweizer. 2**

203—SKIN AND SCUBA DIVING. Successful completion of this course will lead to national certification as a YMCA Open Water Diver. Students must furnish mask, fins and snorkel, and field trip expenses. Prerequisites: good physical condition, free of chronic sinus or ear conditions, asthma and above average swimming skills. Not offered 1998-1999. **Staff. 2**

220—THEORY AND PRACTICE OF FOOTBALL COACHING (DEFENSE). Includes instruction and supervised practice and techniques of teaching in the fundamental and advanced skills, defensive tactics, conditioning activities, purchase and care of equipment, public relations, organization, pre-season and in-season planning and practice, scouting, ethics and conduct. Offered first semester alternate years. (Not offered 1998-1999.) **Bickel. 2**

235—SPORTS OFFICIATING — BASKETBALL. Study of the rules of basketball and pertinent rules interpretations. Instruction in the techniques and mechanics of basketball officiating. Successful completion of all requirements will permit a student to obtain an Ohio High School Athletic Association Officiating Permit. Offered first semester alternate years. (Not offered 1998-1999.) **Bickel. 2**

299—INTERMEDIATE TOPICS IN PHYSICAL EDUCATION. A general category used only in the evaluation of transfer credit.

301—TESTS AND MEASUREMENTS LABORATORY. This laboratory is designed to give students practical experience in conducting various measurements and performance tests used in physical education and athletics. Students will learn different methods of testing and measuring flexibility, cardiorespiratory condition, strength, muscular endurance, power, speed, reaction time, agility, balance and body composition. This lab is to be taken concurrently with Psychology 200 - Research Methods. **Staff. 1**

315—PRINCIPLES OF STRENGTH TRAINING AND CONDITIONING. This course will explore the scientific principles, concepts and theories of strength training and conditioning. The student will study the principles founded in the exercise sciences and examine how they can best be applied in designing effective and safe strength and conditioning programs. **Bickel. 4**

320—WOMEN IN SPORT. This course is designed to give students a comprehensive look at women in sport: past, present and future. This course will examine, analyze and synthesize the issues surrounding women and sport from historical, psychological, sociological, physiological, political and philosophical perspectives. Cross listed with Women's Studies. Offered one semester each year. **Lee,S. 4**

325—PSYCHOLOGY OF SPORT. This course will explore the theoretical and empirical research pertaining to the psychological determinants of athletic performance. Areas of interest will include the history of sport psychology, personality, motivation, goal setting, fundamental beliefs, anxiety, causal attribution, communication and intrateam dynamics. The culminating experience of the course will be a major paper in which the sudents will be expected to apply theory and research into a practical setting as they design a program to help improve some aspect of their athletic performance. Class includes a lab designed to be a setting in which students can gain field experience through the practical application of the theories of sport psychology. **Fanaritis. 4**

328—CONTEMPORARY ISSUES IN PHYSICAL EDUCATION & SPORTS. This course will deal with the social, psychological, and ethical issues in physical education and sports. Topics to be covered will include: sexism, racism, children in sport, competition, social aspects of sports, high school and college sports and professional sports. All stages of physical education and sports will be included from recreational play to professional athletics. Offered first semester. **Caravana. 3**

340—BASIC ATHLETIC TRAINING. This course is designed to present the basic concepts and principles of athletic training and first aid, including family safety. In addition to the 4 hours of class each week, the student will also participate in a unique 2-hour lab experience per week. Prerequisite: Consent of instructor. Offered first semester. **Staff. 4**

344—PERSONAL AND COMMUNITY HEALTH. A study and survey of the biological, psychological, and sociological data underlying sound modern health practices. Offered first semester. **Figgins. 3**

345—NUTRITION. This course is designed to present the foundation of nutrition as it relates to physical education, athletics and the active population. The student will study the physiological processes involved in nutrition, as well as healthy eating habits, nutritional programming, and the disorders involved in the nutritional realm. Prerequisite PE 344, Personal and Community Health. Not offered 1998-1999. **Staff. 4**

350—PRACTICUM IN PHYSICAL EDUCATION. Through practical experience the Physical Education major/minor will deal directly with the specific area of concentration within the major/minor. Offered first and second semesters. **Staff. 1-4**

350-20—PRACTICUM IN TEACHING PHYSICAL EDUCATION. This course is open to majors/minors in their junior or senior year. The student will teach physical education classes to students from Welsh Hills School. Prior consent of the instructor is required. Offered second semester. **Murphy. 3**

350-30—PRACTICUM IN COACHING SOCCER II. Students will coach age group soccer to youth in grades 3-4. There are two practices each week and games on Saturday mornings. Must have prior soccer experience as a player or coach. This course is repeatable up to a total of 4 hours. Offered first semester. **Schweizer. 2**

350-40—PRACTICUM IN COACHING SOCCER III. Students will coach age group soccer to youth in grades 5-6. There are two practices each week and games played on Sunday afternoons. Must have prior soccer experience as a player or coach. This course is repeatable up to a total of 4 hours. Offered first semester. **Schweizer. 2**

350-50—PRACTICUM IN COACHING FLAG FOOTBALL. Students will coach football to youth in grades 4-6. There are two practices during the week and games on Saturday mornings. Must have prior football experience as a player or coach. This course is repeatable up to a total of 4 hours. Offered first semester. **Schweizer. 2**

350-60—PRACTICUM IN COACHING BASKETBALL. Students will coach basketball to youth in grades 4-5 or grades 6-8. There are two practices during the week and games on Saturday morning or Sunday afternoon. Must have prior basketball experience as a player or coach. This course is repeatable up to a total of 4 hours. Course begins first semester and runs through March. Credit will be given second semester, so students should register for this course second semester.**Schweizer. 2**

350-70—PRACTICUM IN COACHING ICE HOCKEY. Students will help the Newark Ice Hockey Association (NIHA) coach ice hockey to area youth. There are two practices each week and games on Saturday or Sunday. Must have prior ice hockey experience as a player or coach. This course is repeatable up to a total of 4 hours. Course begins first semester and runs through March. Credit will be given second semester, so students should register for this course second semester.**Schweizer. 2**

361-362—DIRECTED STUDY. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3**

375—COACHING METHODS. This course will introduce students to the art and science of coaching. The student will see the principles of coaching as digested from the fields of sport psychology, sport pedagogy, and sport physiology and receive useful advice from the field of sport management. Offered first semester. **Bill Lee. 3**

420—THERAPEUTIC APPLICATIONS IN SPORTS MEDICINE. This course is designed to present the foundation of therapeutic applications in sports medicine, as it relates to physical education and athletics. Among the topics covered are inflammation, tissue repair, thermal agents, cryotherapy, hydrotherapy, ultrasound, electric agents, and exercise theory and progressions as they relate to the human body and the wound healing processes. Prerequisites Phed 340 and Phed 441. **Staff. 4**

429—HISTORY, PHILOSOPHY AND PRINCIPLES OF PHYSICAL EDUCATION AND SPORT. This course is designed to present the foundation of Physical Education and Athletics through a study of the history of each. The student will study the relationships and the cultural, educational, economic and philosophical factors influencing the growth and development of Physical Education and Athletics. The student will study the source and data of principles of Physical Education and Athletics. Offered second semester. **Bickel. 4**

430—ORGANIZATION & ADMINISTRATION OF PHYSICAL EDUCATION & ATHLETICS. This course is designed to study the organization and administration of programs devised for each area and to consider the future directions which are probable, desirable, and achievable in physical education and athletics. Offered second semester. **Rorke. 3**

438—EXERCISE PHYSIOLOGY. A study of the physiological processes involved in athletic performance including energy metabolism, neuromuscular concepts, cardiovascular aspects, physical training, nutrition, body composition and ergogenic aids. Offered first semester. **Parini. 3**

439—KINESIOLOGY. A study of anatomical and mechanical fundamentals of human motion with the application of analysis to motor skills. Prerequisite Bio. 110 and 201. Offered second semester. **Staff. 3**

441—ADVANCED ATHLETIC TRAINING. This course is designed to present the advanced concepts and principles of athletic training. Prerequisite Phed 340. Offered second semester. **Staff. 4**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Physics

Professor Michael E. Mickelson, Chair

Professors Michael E. Mickelson, Ronald R. Winters; Associate Professor Sandra Yorka; Assistant Professors Kimberly A. Coplin, N. Daniel Gibson, C. Wesley Walter

Departmental Guidelines

The study of physics is a challenging and intellectually rewarding activity elected by those who seek to sharpen and broaden their appreciation and understanding of the physical world and of their relationship to it. To this end courses offered by the Department of Physics are designed to bring the student to an increasingly independent level of investigation in experimental and theoretical physics, and to a level of sophistication commensurate with his or her motivation, goals, and abilities.

A major in Physics, in addition to preparing students for professional work including secondary school teaching, has proven desirable for those preparing for careers in engineering, medicine, business, computer science, law, and industrial management. Sufficient flexibility exists in the major program to suit the needs and goals of the individual.

For off-campus research opportunities in Physics, see the Oak Ridge Science Semester listed elsewhere in this catalog.

Major in Physics

A student desiring to major in Physics, or Physics with a concentration in Astronomy, Geophysics, or in related fields, should consult early with a member of the Department. The minimum requirements for the major in Physics qualifying for the B.A. degree include, in addition to the introductory course (121-122), completion of 123, 200, 211, 305, 306, 312p or 312g, two semesters of 400, and the comprehensive examination. All majors are required to complete four courses in the Department of Mathematical Sciences at the introductory calculus level and above (exclusive of computer science courses). Students wishing to qualify for the B.S. degree must take two additional physics courses, 330 and one course from among 220, 230, 345, 405, and 406. Majors normally are expected to become proficient in computer programming and data processing.

Students preparing for graduate work in Physics, Astronomy, or related fields are advised to elect the B.S. degree in Physics, and to take a total of at least six courses in the Department of Mathematical Sciences. Two or more courses taken in other science departments (Biology, Chemistry, Geology) are desirable, as is a reading knowledge of at least one Modern Language (French, German, or Russian).

Major in Physics (Geophysics Concentration)

The minimum requirements for this program are Physics 121, 122, 123, 211, 305, 306, 312g, Mathematical Sciences 123, 124, 351, and Geology 111, 113, 211, 212, and 311. In addition, an independent comprehensive project (experimental or theoretical) is required during the senior year. Students with an interest in geophysics should consult not later than their sophomore year with the Physics and Geology chairpersons.

Minor in Physics

A minor program in Physics is designed to be flexible and to complement the student's major program. The student, in consultation with the Physics Department, will develop a minor program which will broaden and enhance both the liberal arts experience and the student's major program. The minor shall include: Physics 121, 122, 123, and Mathematics 123 and 124. In addition, three courses at the advanced level in Physics will complete the minor requirement. One of the three courses shall include a significant laboratory component. These courses will be selected to provide a perspective on the discipline with the specific needs of the student in mind. Mathematics above the introductory calculus level and computer programming skills are also recommended to round out the minor. In addition to these requirements, a final culminating experience will be designed by the Department and the student. As an example, if the student's major requires a comprehensive exam, then additional questions from Physics might be included which would tend to integrate or connect the two disciplines. Another possibility might include an interdisciplinary research effort that bridges the major and minor areas.

Engineering

Denison offers the opportunity to study engineering via "binary" or "three-two" programs undertaken in cooperation with leading schools of engineering.

Students interested in these programs should consult early with Professor Walter. Additional details can be found in this catalog under "Pre-Professional Programs."

Safety Glasses

Certain courses in this department require the use of safety glasses. These courses are designated with the words "Safety Glasses Required" at the end of their descriptions. A full statement on the use of safety glasses appears on page 196 of this catalog.

Course Offerings

100—CURRENT TOPICS IN PHYSICS. Designed principally for students not contemplating a major in the sciences, but who nevertheless wish to develop their ability to figure things out about the physical world for themselves. Recently, the course has focused on the physics of societal concerns such as the energy crisis. The laboratory, an integral part of the course, will serve to introduce the student to the observation, measurement, and analysis of phenomena directly related to topics studied in the course. Open to seniors by consent only. Mathematical preparation is assumed to include high school algebra and geometry. (This course satisfies one course of the science requirement.) **Staff. 4**

110—MEDICAL PHYSICS. Applications of physics to medicine; the workings of the human body as a physical system, mechanics of skeletal structure, energy use by the body, use of radiation, etc. Offered on demand. Prerequisite: 121 or 122 concurrently. **Staff. 2-3**

121-122—GENERAL PHYSICS. This course is designed to provide a thorough quantitative coverage of the foundations and concepts of Physics and its approach toward an understanding of natural phenomena. The course includes a significant introduction to the Physics of the 20th century. Four lectures and one two-hour laboratory each week. Mathematical Sciences 121 or 123 is required for non-majors. Mathematical Sciences 123 and 124 are required for all students who plan to major in Physics. These courses may be taken concurrently unless the chairperson gives consent to enroll without them. Safety glasses required. **Staff. 4**

123—INTRODUCTORY MODERN PHYSICS. A survey of topics from present-day physics, such as the special theory of relativity, basic quantum theory, atomic structure and spectra, X-rays, and the nucleus. Fall semester. Prerequisite: 122. **Staff. 4.**

199—INTRODUCTORY TOPICS IN PHYSICS. A general category used only in the evaluation of transfer credit.

200—MODERN PHYSICS. A quantitative study of topics in modern physics including special and general relativity, atomic and nuclear physics, molecular and solid state physics, with particular emphasis on analytical techniques. Spring semester. Prerequisite 123. **Staff. 4**

211—ELECTRONICS. A course in circuit design which emphasizes the use of linear and digital integrated circuits, transistors, and other solid state devices. Fall semester. Prerequisite: 122 or Chemistry 122 or consent. **Staff. 4**

220—GEOMETRICAL AND PHYSICAL OPTICS. A study of the laws of reflection and refraction and their applications to lenses and mirrors; and a study of diffraction, interference, polarization, and related phenomena. This course normally will be offered in alternate years. The course includes a laboratory. Prerequisite: 122. (Offered Fall, 1998) **Staff. 4**

230—THERMODYNAMICS. Selected topics from thermodynamics, kinetic theory, and statistical methods. This course normally will be offered in alternate years. The course may include a laboratory. Prerequisite: 122. (Offered Fall, 1999) **Staff. 4**

299—INTERMEDIATE TOPICS IN PHYSICS. A general category used only in the evaluation of transfer credit.

305—CLASSICAL MECHANICS. A course in classical mathematical physics designed to provide the student with a basic understanding of the methods and procedures of physical analysis. Fall semester. Prerequisite: 200 or consent. **Staff. 4**

306—ELECTRICITY AND MAGNETISM. A course in the theory of electromagnetic interactions, including the sources and descriptions of electric and magnetic fields, Maxwell's equations, and electromagnetic radiation. Spring semester. Prerequisite: 305 or consent. **Staff. 4**

312p—EXPERIMENTAL PHYSICS. A course in the theory and practice of physical research with emphasis on the understanding and use of present-day research instrumentation. Spring semester. Prerequisites: 123, 211 recommended. May be repeated once for credit. Safety glasses required. **Staff. 4**

312g—GEOPHYSICS LABORATORY. A course offered jointly by the departments of Physics and Geology in the theory and practice of geophysical research with emphasis on the understanding and use of present-day research instrumentation. Spring semester. Prerequisites: 122; Geology 111/consent. Safety glasses required. **Staff. 4**

330—INTRODUCTORY QUANTUM MECHANICS. A first course including solutions of the Schroedinger Equation for some elementary systems, followed by an introduction to the more abstract methods of Quantum Mechanics. Prerequisites: 305/consent. **Staff. 4**

340—ADVANCED TOPICS. Independent work on selected topics at the advanced level under the guidance of individual staff members. May be taken for a maximum of four semester hours of credit. Prerequisites: junior standing and consent of chairperson. **Staff. 1-2**

345—SPECIAL TOPICS IN PHYSICS. Topics will be chosen according to the interests of the staff member offering the course from such areas as energy, the solid state, laser physics, nuclear physics, astrophysics, geophysics, and medical physics. The course normally will be offered on demand. May be repeated with consent of chairperson. Prerequisite: 122/consent. **Staff. 4**

361-362—DIRECTED STUDY. Prerequisite: Consent of chairperson. **Staff. 3**

363-364—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN PHYSICS. A general category used only in the evaluation of transfer credit.

400—SEMINAR. Current topics in physics. May be repeated. **Staff. 1**

405—ADVANCED DYNAMICS. A course extending the work of 305 to include the more general formulations of classical dynamics and to relate these to modern theoretical Physics. Prerequisite: 305 or consent. **Staff. 3**

406—ELECTROMAGNETIC THEORY. A course extending the work of 306 to include more general boundary value problems, additional implications of Maxwell's equations, and the wave aspects of electromagnetic radiation, including topics in modern physical optics. Prerequisite: 306 or consent. **Staff. 3**

451-452—SENIOR RESEARCH. Prerequisite: 312 or consent of chairperson. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. Prerequisite: 312 or consent of chairperson. **Staff. 4**

Political Science

Associate Professor James R. Pletcher, Chair

Professors William J. Bishop, Emmett H.Buell Jr., Eloise Buker; Jules Steinberg; Associate Professor James R. Pletcher; Assistant Professor Andrew Katz

Departmental Guidelines

Major in Political Science *(Revisions to this major are currently under consideration)*

A student majoring in Political Science is required to take nine courses distributed in the following manner:

(1) At least one course, at either introductory (200) or advanced (300) level in each of the following subfields:

(a) American politics;
(b) political theory;
(c) comparative politics/international relations.

(2) No more than three 200-level courses will count toward the major. While no 200-level courses are required, a professor may stipulate a 200-level course as a prerequisite.

An empirical methods course is recommended and may become a required course for all majors. This course cannot fulfill a subfield distribution requirement.

A senior seminar is required of all majors. Seminars cannot fulfill a subfield distribution requirement.

Neither directed study nor independent study courses may be used to fulfill major requirements. Senior research may count as fulfilling one course, even though students must take two semesters of senior research to receive college credit.

The Political Science Department participates in the interdepartmental major in Philosophy, Politics and Economics. Details about this program can be found on page 133.

Minor in Political Science

A student minoring in Political Science is required to take six courses distributed in the following manner:

(1) At least one course, at either introductory (200) or advanced (300) level, in each of the following subfields:

(a) American politics;
(b) political theory;
(c) comparative politics/international relations.

(2) No more than two 200-level courses will count toward the minor. While no 200-level courses are required, a professor may stipulate a 200-level course as a prerequisite.

An empirical methods course is recommended and may become a required course for all majors. This course cannot fulfill a subfield distribution requirement.

Neither directed study nor independent study courses may be used to fulfill major requirements.

The Richard G. Lugar Program in Politics and Public Service

This is a program for students interested in the workings of the national government and in the making of public policy. Enacted by the faculty in its October 1994 meeting, the program is named after Senator Richard G. Lugar of Indiana, a 1954 graduate, Rhodes Scholar and Denison Trustee.

Inspired by Senator Lugar's legacy of academic excellence, distinguished record of public service, and prominent role in American foreign policy, the program is offered to interested students of varying majors. To be certified as a "Lugar student," one must complete four courses in American political institutions and U.S. foreign policy, undertake a congressional internship during the academic year or *May Term*, and contribute to a senior-year discussion of the program's influence on present knowledge and future aspirations.

Core Courses

The course requirements for the Lugar program have been intentionally limited to four in order to interest sudents of varying backgrounds and majors. We encourage majors in economics, sociology, communication and other disciplines to apply. Political Science students may easily fit the Lugar requirements into their major. Participants must take four of the six courses listed below: The 319 course on Congress must be taken prior to the congressional internship; one of the three remaining courses must be on U.S. foreign policy, whether 358 or 359. The specific courses are:

Political Science 202: American Political Behavior and Institutions

Political Science 319: The Politics of Congress

Political Science 320: The American Presidency

Political Science 321: Selecting the President

Political Science 350: The Supreme Court and the Political Process

Political Science 358: Foreign Policy Formulation

Political Science 359: The Conduct of American Foreign Policy

Course Offerings

Introductory Courses

199—INTRODUCTORY TOPICS IN POLITICAL SCIENCE. A general category used only in the evaluation of transfer credit.

202—AMERICAN POLITICAL BEHAVIOR AND INSTITUTIONS. Introduction to the study of American politics. Course is divided into several segments in which selected questions of American politics will be examined in depth, with special emphasis on how the political scientist approaches the study of American political behavior. This course meets the Lugar program requirements.
Staff. 4

203—SELECTED TOPICS IN POLITICAL SCIENCE. This course permits the investigation of significant political problems at the introductory level, and will vary in content according to the interest of the instructor. **Staff. 4**

204—INTRODUCTION TO AMERICAN POLITICAL THOUGHT. An introduction to the different theoretical dimensions characteristic of American political experience. Emphasis will be placed on

examining the meaning of American constitutionalism, exploring the development and transformation of American liberalism and conservatism, analyzing the relationship between theories of democracy and elitism, and interpreting the historical development and transformation of American capitalism. **Steinberg. 4**

205—INTRODUCTION TO CONCEPTS IN POLITICAL PHILOSOPHY. This course is designed to introduce students to normative political theory by teaching students how to do normative political theory, rather than by studying the ideas of different political theorists. Emphasis will be placed on an understanding of important moral and political concepts, and on the problems involved in providing a moral justification of political conduct in terms of diverse sets of value perspectives. The objective of the course is to introduce students to normative political argument and as such, to create an understanding of precisely what is involved in reasoning and arguing about politics from normative philosophical foundation. **Steinberg. 4**

221—INTRODUCTION TO COMPARATIVE POLITICS OF DEVELOPED STATES. This introductory course will focus on the politics of the major constitutional democracies of Western Europe and Japan. Although much of the course will focus upon how politics work in individual countries — United Kingdom, France, Federal Republic of Germany — the conceptual emphasis of the course will be comparative. Political parties, political forces and interests, representation, elections, executives, and bureaucracy will be among the subjects of comparative analysis. **Bishop. 4**

222—COMPARATIVE POLITICS OF DEVELOPING NATIONS. This course explores problems of stability, development and democracy in developing nations by employing basic concepts of comparative politics. Course discussions and readings will focus on concepts and will apply these to case studies drawn from Latin America, Africa, and Asia. Emphasis will be placed on learning analytic skills through essay examinations and papers. **Pletcher. 4**

228—POLITICS OF THE GLOBAL ENVIRONMENT. This course examines the political aspects of assessing and addressing threats to the environment. This course material focuses on the challenges of sustainable development in low income countries, international environmental problems, the historical relationship between human activities and ecological change in selected case studies, and theoretical perspectives on environment and politics. This is not a course on the physical processes of environmental problems, but rather a course on the ways in which international institutions, national and local political communities and social scientists perceive, organize and respond to environmental threats. This course emphasizes the political, economic and theoretical contexts within which efforts are made to act on environmental threats. No prior knowledge of environmental or political science is required; however, students should be prepared to read and interpret detailed social science texts, to formulate and articulate cogent arguments, and to conduct independent research. **Pletcher. 4**

242—INTRODUCTION TO INTERNATIONAL POLITICS. This course provides an introduction to both the language used to describe international politics and the ways relationships between actors on the world stage may be analyzed. Relying on history and contemporary events to illuminate key concepts, we cover the causes of war and peace, the role of economics in international affairs, and the place of morality in statecraft. This course is recommended for advanced study in the areas of international relations and foreign policy. **Pletcher/Katz. 4**

299—INTERMEDIATE TOPICS IN POLITICAL SCIENCE. A general category used only in the evaluation of transfer credit.

Upper Division Courses

300—METHODS OF POLITICAL SCIENCE. This course introduces undergraduates to the methods of inquiry in political science. Its chief purpose is to familiarize students with basic concepts and procedures in the empirical study of politics, thus better enabling them to comprehend readings assigned in more advanced courses. Although basic ideas in the philosophy of social science will be discussed in setting out the nominalist paradigm, most of the course concerns learning how research is done, applying this knowledge to projects, and enhancing analytic and practical research skills. The course provides extensive instruction in the use of SPSSX, knowledge that should prove valuable in many other respects. **Staff. 4**

301—PUBLIC POLICY ANALYSIS. This course is designed to offer a comprehensive overview of the theoretical explanations and research tools employed in public policy analysis. The scope of the course will emphasize the relationship between theoretical explanations of policy making and the methodological approaches that have been designed to provide empirical tests for such theories. The theoretical approaches covered will include formal models of public choice, regulatory policies, and comparative public policy and evaluational approaches. The methodological topics will include regression analysis, quasi-experimental research design, risk assessment, and causal modeling. Consent required. **Staff. 4**

302—THE DEVELOPMENT OF POLITICAL THOUGHT — ANCIENT. An introduction to classical Greek moral and political discourse and experience. Particular attention will be given to the moral and political reflections of Socrates, Plato, and Aristotle. The objective of the course is to understand classical Greek moral and political philosophy in terms of its particular historical and cultural contexts, as well as attempting to examine the possible relevance of the writings we shall investigate to contemporary moral and political thought and experience. **Steinberg. 4**

303—THE DEVELOPMENT OF POLITICAL THOUGHT — FROM MACHIAVELLI TO MILL. The emphasis of this course will be on examining the political ideas of a variety of different political thinkers from Machiavelli to Mill. We will try not only to interpret and understand what each theorist said, but also try and determine the impact of traditional political ideas on contemporary political thought and practice. **Steinberg. 4**

304—THE DEVELOPMENT OF POLITICAL THOUGHT — MARX TO PRESENT. The purpose of this course is an examination of political thought from Marx to the present. Emphasis will be placed on the influence of Marx and Freud on contemporary political thought. **Steinberg. 4**

305—DEBATING, FRAMING AND RATIFYING THE CONSTITUTION. A course on the founding of the republic focusing on the Articles of Confederation, the constitutional convention of 1787, and the debates over ratification of the Constitution as reflected in the Federalist and anti-Federalist papers. Students read Madison's journal of the Philadelphia convention, most essays in *The Federalist*, selected anti-Federalist essays, and selected secondary materials. **Buell. 4**

307—FEMINIST THEORY: GENDER JUSTICE. This course examines various ways of understanding gender by looking at a variety of theories or philosophical perspectives within feminist thought. The emphasis upon justice is an emphasis upon developing concrete proposals to move us closer to justice for men and women in both the private and public realm -- the world of politics which includes work and governance. **Buker. 4**

308—POLITICS OF THE THIRD WORLD. The goal of this course is to examine political and economic processes in the "Third World" — the underdeveloped countries of Africa, Asia and Latin America. The course will familiarize the student with contending points of view regarding the historical development of economics and politics in the Third World as well as a wide range of variables generally thought to affect political behavior in these countries. The course will prepare students to consider various possible futures of these countries and to reflect thoughtfully on the values involved in making choices about the future of the majority of humankind. **Pletcher. 4**

309—POSTMODERNISM AND PUBLIC POLICY. This course will explore post modernism, a new area of inquiry that focuses on how language and culture construct our understanding of ourselves, our public political life and our moral codes. Students will read key texts in this area to understand how the "self" has been constructed in Western tradition and to critically evaluate the new postmodern ways of thinking and methods of analysis. Students will be encouraged to use postmodernism to examine and develop current public policies. **Buker. 4**

310—DEMOCRACY FOR ALL? RACE/ETHNICITY AND GENDER IN AMERICA. The course will examine different theories of a democractic system which have been proposed by American scholars who have responded to the issues raised by those concerned about the opportunity for women and minorities to participate as full citizens in the American system. The focus on current democratic theories will examine models of democratic institutions for nation state governance and for governance in daily life institutions such as the family, school, workplace and local communities. Students will be encouraged to reflect on their own models of responsive and ethically responsible democractic practices. **Buker. 4**

317—WOMEN AND AMERICAN POLITICS. This course will begin an analysis of women and American politics by starting with an examination of the women's movement from 1776 through contemporary political activity. The course will then turn to an examination of women's participation in governmental institutions especially Congress and the Executive Branch. The third portion of the course will focus on women and public policy. **Buker. 4**

319—THE POLITICS OF CONGRESS. This course focuses on the formal and informal processes that affect Congressional policy making from the perspective of Congress as a continually changing political system. Included will be a discussion of the institution's development and the relationships between Congress and the President and members of Congress and their constituents. Considerable attention will be given to such aspects of the legislative process as the committee system; party leadership; norms, rules and procedures; legislative voting; and Congressional elections. In each case, House/Senate comparisons will be made and proposals for reform will be evaluated. This course meets the Lugar program requirements. **Buell. 4**

320—THE AMERICAN PRESIDENCY. This course traces the development of executive power in the United States from European antecedents and modest beginnings to the vast powers presently exercised by "modern" and "post-modern" presidents. A major part of the course is concerned with cooperation and conflict between the executive and Congress over domestic, foreign and military policies as occasionally umpired by the federal courts. Readings include selected *Federalist* papers, Supreme Court rulings, and presidential statements. The course perspective is both historical and contemporary. This course meets the Lugar program requirements. **Buell. 4**

321—SELECTING THE PRESIDENT. This courses focuses on the nomination and election of presidents. It begins with an examination of stages in the development of presidential nominations, from the constitutional convention's expectation that the electoral college would nominate to the present system of presidential primaries and caucuses in the 50 states. Much attention is given to party and state regulation of these contests, campaign finance, the role of the media in handicapping candidates, the dynamics of momentum, and transformation of the nominating convention. We compare voters in primaries and caucuses with those in general elections. The course also examines general elections with particular emphasis on the electoral college and other institutional barriers to third party candidates. Media coverage and campaign finance for the general election are compared with nomination coverage and finance. We pay particular attention to candidate strategies in both stages of the selection process and take note of innovations in the technology of campaigning. Finally, the course looks at the declining power of party identification in voting and the rise of more situational determinants of the vote. The course involves substantial reading, some drawn from the instructor's own research, a term paper and two exams. **Buell. 4**

322—POLITICS OF RUSSIA. A course focused on the Russian and other peoples that constituted the former Soviet Union. The course will analyze the development of politics from the 1917 Russian Revolution to the present. The central conceptual questions will concern modernization, nation and national identity, as well as the development and evolution of political and economic institutions. Much of the course will concern the transition from the Stalinist political and economic order since 1985. **Bishop. 4**

323—POLITICS IN EASTERN EUROPE. A course that examines politics in East Central Europe since 1945, with a brief look at politics before 1945. Poland, Czech and Slovak Republics, Hungary, the successor states to Yugoslavia, Bulgaria, Romania and Albania will all be discussed. There will also be some discussion of the European successor states of the former Soviet Union. Major course themes will be development from peasant societies to industrial/post-industrial societies, ethnicity, the effects of outside forces and powers, and communism. Finding democracy, prosperity, ethnic peace, and a place in the emerging European configurations will inform a look at the prospects for each of the states in the region. **Bishop. 4**

324—POLITICS OF SUB-SAHARAN AFRICA. This course is intended to introduce the student to politics and development in Africa south of the Sahara. No prior knowledge of Africa is required. The course will use several approaches to the study of comparative politics, including theories of political development, underdevelopment and class analysis, to explore a variety of countries in Africa. The course material will be arranged historically, focusing on case studies as we trace the ebb and flow of politics in Africa over the last half century. **Pletcher. 4**

326—AMERICA IN VIETNAM. The seminar will illuminate the key controversies of the Vietnam experience and trace their persistence in American politics, foreign policy and military strategy. The course will trace the development of U.S. military and diplomatic policy regarding Vietnam, assess the various lessons attributed to the Vietnam experience, and consider how application of these lessons has altered American's attitudes toward interventionism. **Katz. 4**

327—THE MIDDLE EAST IN WORLD AFFAIRS. The purpose of this course is to acquaint students with the political history, international significance and dimensions of political life in the Middle East. Owing to the ever-present potential for conflict, the seeming intractability of its disputes, and petroleum, the Middle East is a region of vital importance to international politics. During the semester, we will examine the role politics in the Middle East has played in world affairs, and assess the future of the region as a crucial part of the international system. **Katz. 4**

332—PUBLIC OPINION, POLLING AND SURVEY RESEARCH. This is a course on the theory, methods and uses of sample surveys in the study of politics. Polls now figure importantly in the electoral politics of most developed nations and some third-world countries. Topics include the history of political polling, probability and non-probability samples, cross-sectional and longitudinal surveys, sampling and non-sampling error, the various ways of doing surveys, good and bad questions, the value and limitations of polls and survey research. The course is partly designed to develop analytic skills that should prove useful in a variety of future settings. Students will also learn the basics of SPSSX or SPSSPC computer programs. When circumstances permit, the class will design and execute a survey of Granville residents and analyze the results. Otherwise our exercises will be taken from previous polls of the general population, voters or political activists. **Buell. 4**

333—WOMEN AND POLITICAL LEADERSHIP. The course will involve the development of a theoretical model for leadership that explores political leadership as a vocation for citizens in the United States. The course will explore basic political questions about authority, the appropriate use of power, community building, ethics and responsibility for self and others. About one-third of the course will involve introducing students to the logic of empirical inquiry – especially qualitative methods – so that they can design a leadership project that will involve the empirical study of leaadership. Students will read biographies and autobiographies – many of them about or by women – to examine leadership in concrete situations, to develop their understanding of politics. The course will focus on women and political leadership. **Buker. 4**

350—THE SUPREME COURT AND THE POLITICAL PROCESS. This is the first course in a two-course sequence which analyzes the political and constitutional aspects of U.S. Supreme Court decision-making. In this course the activity of the Supreme Court on questions of the institutional arrangement of government, judicial powers, federalism, and the allocation of economic and political resources are examined. This course meets the Lugar program requirements. **Staff. 4**

351—THE SUPREME COURT AND CIVIL LIBERTIES. This is the second course in a two-course sequence which analyzes the political and constitutional aspects of U.S. Supreme Court decision-making. The focus of this course is on the Supreme Court's interpretation of constitutional rights and liberties, with particular emphasis on cases arising under the Bill of Rights and the Fourteenth Amendment's due process clause. **Staff. 4**

352—RACE AND SEX DISCRIMINATION AND THE LAW. This course examines the constitutional and statutory doctrines on race and sex discrimination in the federal courts. Through articles from leading law reviews and other selected texts, students will be introduced to the relevant constitutional provisions and statutes which underlie the Supreme Court's doctrine in these areas. Major court decisions will then be reviewed and analyzed. Particular areas to be covered include desegregation, the civil rights movement, affirmative action, the women's movement, feminist jurisprudence, sexual harassment, pregnancy discrimination, rape, comparable worth and capital punishment. **Staff. 4**

355—INTERNATIONAL POLITICAL ECONOMY. The purpose of this course is to explore different theoretical approaches to international politics and economics. The course will focus on U.S. foreign policy in the post-war international system, issues of trade and finance, and the impact these have had upon the problems of developing societies. Students are expected to bring to the course some prior knowledge of basic concepts of economics. Emphasis is placed upon analytic reasoning and persuasive argumentation. **Pletcher. 4**

356—PROBLEMS OF EUROPEAN SECURITY SINCE 1945. An examination of the evolving problems of European security since 1945. An intensive examination of the period from the defeat and occupation of the Axis powers to the collapse of communism and the Soviet Union and beyond. Threats to security, the various approaches to achieving security, military balances, nuclear weapons, alliances and alliance tensions are all major topics. Balancing German, United States, and Russian power in Europe and the ability of Europe to act collectively are the central themes of the course. Security problems stemming from the collapse of the former Yugoslavia and the Soviet Union will get appropriate treatment. **Bishop. 4**

357—RUSSIAN FOREIGN AND MILITARY POLICY. This course will deal with the behavior of the Russian state in world politics. The policy problems of the post-1945 era will form the core subject matter of the course. Russian-American relations, Russian relations with Europe, East and West, as well as Russian policies with reference to the Middle East, South and East Asia will be discussed. In addition arms control and international security policy as well as the internal constituencies involved in policy-making will also be dealt with in detail. **Bishop. 4**

358—FOREIGN POLICY FORMULATION. This course provides an assessment of the domestic factors responsible for the formulation of U.S. foreign policy. We will examine four categories of internal sources that impact on the response of the United States to external phenomena. Topics for analysis include: the Consitutional separation of powers, bureaucratic politics, the psychology of decision makers, as well as societal sources such as interest groups, public opinion and the media. This course meets the Lugar program requirements. **Katz. 4**

359—THE CONDUCT OF AMERICAN FOREIGN POLICY. We will explore the evolution of U.S. foreign policy from the beginning of the Cold War through the present. The course will focus on the responses of successive American administrations to perceived, potential and actual threats to U.S. national interests. Emphasis will be on the development of the containment doctrine, its application in Vietnam, and subsequent efforts to replace containment during the post-Vietnam and post-Cold War periods. This course meets the Lugar program requirements. **Katz. 4**

360—PERSPECTIVES ON INTERNATIONAL POLITICS. Examination of contemporary issues in International Relations theory. Consideration of leading perspectives on key questions of international concern. **Katz. 4**

370—IMPORTANT PROBLEMS IN THE STUDY OF POLITICS. This course permits the investigation of significant political problems in considerable depth, and will vary in content according to the interests of the instructor. **Staff. 4**

371—WOMEN AND DEVELOPMENT. The focus of this course will be on three interrelated issues: (1) the current state of development theory and practice and the ways in which women are included and/or impacted, (2) feminist critiques and approaches to conceptual issues involved in development and specific project implementation, and (3) an evaluation of specific development policies and projects in terms of their impact on women and national development goals. Through the investigation of development theory, development policy and the impacts of specific projects in culturally specific contexts -- primarily sub-Sarahan Africa, the Asian sub-continent and Latin America -- students will have the opportunity to grapple with the meanings of development globally, nationally and locally. By focusing on development theory, policy and practice, students will have the chance to look at the opportunities and constraints inherent in the myriad of policies and practices known as "development" from multiple perspectives of theorists, practitioners and participants. **Ranchod-Nilsson.4**

399—ADVANCED TOPICS IN POLITICAL SCIENCE. A general category used only in the evaluation of transfer credit.

401-402—SEMINAR. Open to juniors and seniors from all departments with the consent of the instructor. Preference will be given to the Political Science majors. **Staff. 4**

Special Topics

361-362—DIRECTED STUDY. Directed studies are undertaken at the initiative of the student and may involve any topic acceptable to the student and an instructor. Written consent. **Staff. 3-4**

363-364—INDEPENDENT STUDY. Written consent. **Staff. 3-4**

451-452—SENIOR RESEARCH. Written consent. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. Written consent. **Staff. 4**

Psychology

Professor Harry Heft, Chair

Professors Harry Heft, Rita Snyder, Samuel J. Thios; Professor Emeritus Donald G. Tritt; Associate Professors James E. Freeman, Frank Hassebrock, Susan L. Kennedy, David P.J. Przybyla, L. Kaye Rasnake; Assistant Professors Gina A. Dow, Sharon S. Hutchins, Sarah Hutson-Comeaux; Adjunct Assistant Professor Jeffrey W. Pollard

Departmental Guidelines

Some of the major goals of our course offerings in the Department include:

— Presenting overviews of contemporary psychology, thus providing students with a sense of what psychologists do;

— Stimulating interest and curiosity about human and animal phenomena;

— Indicating applications of psychology to personal and social issues. Some examples of these applications concern study techniques and academic performance, the effects of anxiety or stress on performance, the role of prejudice in society, and conformity;

— Developing an understanding of the nature of scientific inquiry and methodology;

— Facilitating and encouraging the discovery of connections between psychology and other disciplines. Some examples of the connections include concerns of psychology and biology (e.g., neuroscience), psychology, computer science, and philosophy (e.g., cognitive science), the psychological questions raised in literature, and psychological assumptions in political and economic theories;

— Fostering the formulation of a personally meaningful and sophisticated psychological perspective.

Major in Psychology

Students may select either the B.A. or B.S. degree. **The B.A. in Psychology** requires **36 semester hours** of credit in Psychology. Required courses include:

a. General Psychology (100);

b. Research Methods in Psychology (200);

c. History and Systems of Psychology (410);

d. Two Psychology Research Courses; Research courses must be taken concurrently with their accompanying lecture courses. One research course must be taken from each of the following groups:

GROUP A

(211) Research in Child and Adolescent Development
(216) Research in Adult Development
(221) Research in Social Psychology

GROUP B

(311) Research in Psychology of Learning
(316) Research in Language and Thought
(331) Research in Cognitive Psychology
(341) Research in Sensation and Perception

(321) Research in Environmental Psychology (351) Research in Physiological Psychology
(356) Research in Health Psychology

Electives from regular offerings in Psychology may be selected to complete the credit hour requirement. Normally, Senior Research (451-452), Individual Work for Honors (461-462) and Directed Studies (361-362) will not be counted toward the 36-hour minimum requirement.

Requirements for the **B. S. degree in Psychology** include the same requirements noted for the B.A. degree **and the following:**

a. An additional Psychology Research Course (A total of **three** Psychology Research Courses, each with its accompanying lecture course, is required — one each from Group A and Group B as required for all Psychology majors and the third selected from either Group A or B);
b. Statistics for Behavioral Sciences (370);
c. One cognate course selected from the following: Computer Science 171, Mathematics 121 or 123, or Philosophy 205.
d. Junior/Senior Seminar in Psychology (400);
e. Two courses from the same department selected from the following courses. **NOTE THAT A COGNATE COURSE DOES NOT COUNT TOWARD MEETING THIS REQUIREMENT:**

   Biology: 110, 112, or any 200- or 300-level course;

   Chemistry: 121-122, or any 200- or 300-level course;

   Mathematics: 123, 124, or any 200- or 300-level course;

   Physics: 110, 121-122, 123, or any 200- or 300-level course.

Students who wish to be considered for high or highest honors in Psychology must take Senior Research (451-452) and participate in the Senior Research Seminar. Departmental recommendations for honors will be made only if the eligible student has made significant contributions to the department beyond classroom performance.

The flexibility of these requirements places maximum responsibility upon the student to select a course of study most compatible with future goals. For example, Statistics for Behavioral Science is helpful for many upper-level courses and is required for admission into most graduate schools, and either is a prerequisite for or must be taken concurrently with Psychology 451-452 (Senior Research). Also, the Graduate Record Examination is required for students applying to graduate schools, and careful course selection is important to insure appropriate breadth of knowledge. Those contemplating graduate work also should consider courses in the natural sciences, computer programming, and foreign languages as well as opportunities to become involved in research activities in the department (for example, Directed Study, Senior Research, Research Assistant, etc.). All students are encouraged to work closely with their advisers in developing an appropriate program in the major.

Minor in Psychology

A minor in Psychology requires a minimum of 26 semester hours of course credit in Psychology. Required courses include:

1. Psychology 100 (4 credit hours)
2. Psychology 200 (4 credit hours)
3. Any one research course with its accompanying lecture (6 credit hours)

Students may select any three electives from regular course offerings in the department to complete the credit hour requirement. Directed studies (Psychology 361-362) normally will not be counted toward the minimum hour requirement.

Course Offerings

100—GENERAL PSYCHOLOGY. A survey of topics in Psychology, with emphasis on the scientific study of human and animal behavior. The course includes the topics of motivation, learning, sensation and perception, personality, individual differences, and abnormal behavior. Lecture, research, demonstration, and outside reading are integrated to study behavior ranging from conditioned reflexes to creative and social behavior. As part of the course experience, students are required to participate as subjects in experiments conducted by the staff and advanced students, or to complete an equivalent assignment. 100 is a prerequisite for all other courses in the department. (Offered each semester.) **Staff. 4**

199—INTRODUCTORY TOPICS IN PSYCHOLOGY. A general category used only in the evaluation of transfer credit.

200—RESEARCH METHODS IN PSYCHOLOGY. An introduction to the principles of psychological research and elementary statistical analysis. 200 is a prerequisite for all research courses. (Offered each semester). **Staff. 4**

202—FIELD EXPERIENCE IN PSYCHOLOGY. This course provides the opportunity to gain practical experience working with various agencies and schools where opportunities have been identified by the instructor. Graded S/U. This course may be taken a maximum of two times for a total of four credit hours with the following stipulations: (1) Only two credit hours will count toward the 36-hour requirement for a Psychology major; (2) If taken twice, the two field settings must be substantially different and approved by instructor in advance. Students are strongly encouraged to make arrangements with their field placement site prior to final registration. For details regarding this procedure, see the course instructor at the time of pre-registration. Consent for enrollment will be given only after the completion of all arrangements. **Staff. 2**

210—CHILD AND ADOLESCENT DEVELOPMENT. Psychological development through adolescence. Topics covered include biological foundations, prenatal development, infancy, cognitive and language development, personality and social development (including emotional development, development of self concept/self-esteem, morality, gender differences), and family and social policy issues. **Dow, Thios. 4**

211—RESEARCH IN CHILD AND ADOLESCENT DEVELOPMENT. Provides the student with research experience on problems of current interest in child and adolescent development. Must be taken concurrently with 210. **Dow, Thios. 2**

215—ADULT DEVELOPMENT AND GERONTOLOGY. This course examines the psychological development and change in adults from young adulthood through old age. Topics include theoretical perspectives, biological and physical changes, individual differences in health and disease, memory and intellectual performance, Alzheimer's disease, personality, gender and social roles, family and intergenerational relationships, friendships, sexuality, career development and work, caregiving, and death and dying. Implications for social programs and services, public policy, and careers and education in gerontology will also be examined. Social, ethnic, historical, and cultural contexts of aging will be considered throughout the semester. **Hassebrock. 4**

216—RESEARCH IN ADULT DEVELOPMENT AND GERONTOLOGY. Provides the student with research experience on problems of current interest in adult development. Must be taken concurrently with 215. **Hassebrock. 2**

220—SOCIAL PSYCHOLOGY. The study of the nature and causes of individual behavior in social situations. Topics covered include attribution theory, social cognition, non-verbal communication, attitude change, prejudice and discrimination, interpersonal attraction, prosocial behavior, aggression, and application of social psychology to the legal system. **Przybyla. 4**

221—RESEARCH IN SOCIAL PSYCHOLOGY. Provides the student with research experience on problems of current interest in social psychology. Must be taken concurrently with 220. **Przybyla. 2**

230—INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY. This course considers the application of psychological theory and methodology to problems of organizations and the functioning of individuals and groups within organizations. Topics include job analysis and job selection procedures, performance

appraisal, leadership and motivation at work, job commitment and satisfaction, organizational change and organizational development. **Przybyla. 4**

240—THEORIES OF PERSONALITY. Covers major theories of personality with intensive study of at least one theory. Readings in the phenomenological and self theories of personality are emphasized while class meetings are an opportunity for intensive group discussion. **Tritt. 4**

250—ABNORMAL PSYCHOLOGY. The study of "psychopathology," its development, course and treatment. Emphasizing definitions of abnormality, problems with diagnoses and labeling, and ethical issues. **Rasnake. 4**

260—HUMAN SEXUALITY. A survey of psychological, biological and sociological aspects of sexuality. Topics include prenatal sexual differentiation, sexual anatomy, physiology of sexual response, contraceptive behavior, sexual coercion, sexually transmissible diseases, sexual dysfunction, and cancer and other diseases of the reproductive system. **Przybyla. 4**

299—INTERMEDIATE TOPICS IN PSYCHOLOGY. A general category used only in the evaluation of transfer credit.

300—SEMINARS. Seminars in special areas within Psychology. Content will vary with staff and student interest. Designed for both majors and non-majors. Typically, seminars include lecture/discussion and student presentations. **Staff. 4**

301—SEMINAR: PSYCHOLOGY OF WOMEN. This course reviews psychological research and theories on women. Topics include androgyny, sex bias in psychological research, feminist theory, gender differences and similarities in personality and abilities, lifespan development, problems of adjustment and psychotherapy, sexism in language, women's health, female sexuality, and violence against women (rape and wife battering). **Rasnake. 4**

302—SEMINAR: PSYCHOLOGY OF BLACKS. This course reviews the psychological research that examines racism, prejudice and issues relevant to understanding the behavior of black people. Areas of psychology that will receive special attention include: social, clinical, cognitive, learning, and research methods. **Freeman. 4**

303—SEMINAR: PSYCHOLOGY OF EXCEPTIONAL CHILDREN. This seminar reviews psychological research on children who have physical, intellectual, behavioral, or sensory characteristics that differ from the majority of children to such an extent that they require special instruction and related services in order to develop to their maximum capacity. Topics include intellectual exceptionalities (mental retardation, gifted and highly creative, learning disabilities), children with sensory disabilities (visual and hearing impairments), orthopedic and other physical disabilities, communication disorders, and behavioral and emotional disorders. **Thios. 4**

305—PSYCHOPHARMACOLOGY. This course begins with an intensive overview of the ways in which psychoactive drugs work, including discussions of neuronal function and neurotrasmitters, dose-response functions, tolerance and sensitization and toxicity. Agonistic and antagonistic drug effects are then studied, including the specific ways in which neurotransmitters may be effected by such actions. In the second half of the course, specific drugs used in the treatment of psychological disorders are studied in detail, including drugs to treat anxiety disorders, clinical depression and schizophrenia. Finally, recreational drug use is examined, including discussions of alcohol and marijuana. Issues of drugs, society and behavior are emphasized throughout the semester. **Kennedy. 4**

310—PSYCHOLOGY OF LEARNING. An examination of empirical and theoretical issues in the area of learning and motivation. Major theories of learning are studied and compared. Specific topics include the role and nature of reinforcement, biological constraints on learning, cognitive vs. associative perspectives on learning, methodological issues, and applications to behavior disorders and education. **Freeman. 4**

311—RESEARCH IN PSYCHOLOGY OF LEARNING. Offers the student actual research experience in a variety of experimental situations. Must be taken concurrently with 310. **Freeman. 2**

315—THE PSYCHOLOGY OF LANGUAGE AND THOUGHT. Psychology has had a long-standing interest in language for both philosophical and practical reasons. This course will survey the psychological approach to language and cover topics such as language perception (both verbal and written), comprehension, language acquisition, and complex issues involving the relationship between language and thought and the social uses of language. **Staff. 4**

316—RESEARCH IN THE PSYCHOLOGY OF LANGUAGE AND THOUGHT. The in-class projects will familiarize students with the most common research techniques in the study of language and thought. Students will apply this knowledge when conducting their own experiments for their independent projects. Must be taken concurrently with 315. **Staff. 2**

320—ENVIRONMENTAL PSYCHOLOGY. An examination of the relationship between the environment and psychological processes. Topics examined in this course include how the character and the design of our environments can affect psychological well-being, and how certain ways in which we perceive and think can constrain our efforts to comprehend and confront environmental problems. Other topics explored are early environmental experiences and development, environmental stressors such as crowding and noise, territoriality and privacy, environmental aesthetics, cognitive maps and way-finding behavior, effects of institutional size on performance, and attitudes towards the natural environment. **Heft. 4**

321—RESEARCH IN ENVIRONMENTAL PSYCHOLOGY. Provides the student with experience in conducting field research. A variety of approaches are utilized including field experiments and naturalistic observation. Must be taken concurrently with 320. **Heft. 2**

330—COGNITIVE PSYCHOLOGY. This course examines the nature of how people acquire, remember, and use knowledge. Topics covered include memory, attention, imagery, problem solving, decision making, comprehension, artificial intelligence, and applications to learning and instruction. **Hassebrock. 4**

331—RESEARCH IN COGNITIVE PSYCHOLOGY. Provides the student with research experience on problems of current interest in cognitive psychology. Must be taken concurrently with 330. **Hassebrock. 2**

340—SENSATION AND PERCEPTION. The course involves analysis of sensory systems and perceptual processes. Examination of this area will include a consideration of approaches such as psychophysics, signal detection theory, information-processing theory, Gestalt theory, and ecological theory. Topics include sensitivity to light and sound; tactile perception; color perception; depth and shape perception; perceptual illusions; perception of environmental and self-motion; perceptual adaptation; and perceptual learning and development. **Heft, Snyder. 4**

341—RESEARCH IN SENSATION AND PERCEPTION. This course offers experience in conducting research on sensory processes and perception. Students are exposed to different research techniques and investigate problems relating to the various sensory modalities. Must be taken concurrently with 340. **Heft, Snyder. 2**

350—PHYSIOLOGICAL PSYCHOLOGY. This course explores the relationships between the brain and nervous system and behavior, and includes topics ranging from neuroanatomy and pharmacology of the nervous system to the biological bases of "mental" illness. The interactions among the nervous and endocrine systems are emphasized in an attempt to understand how basic physiological principles can serve in the understanding of complex phenomena, including emotion, learning, sleep and arousal and sexual behavior. **Kennedy. 4**

351—RESEARCH IN PHYSIOLOGICAL PSYCHOLOGY. This course focuses on basic research methodologies and techniques that are commonly used to examine the biological bases of behavior. Students are given "hands on" experience in the design and execution of several research projects. Must be taken concurrently with 350, or by consent. **Kennedy. 2**

355—HEALTH PSYCHOLOGY. As a relatively new field within psychology, health psychology is primarily concerned with behavioral contributions to the etiology, maintenance and prevention of illness. This course will adapt a biopsychosocial model of health and illness, emphasizing the interactions among such variables (biological, psychological/behavioral, social) in health-illness outcomes. Topics include behavioral contributions to cancer, coronary heart disease, stress-related illness and AIDS. "Risk factors" for such illnesses, including personality predispositions and coping style, will also be studied. **Kennedy. 4**

356—RESEARCH IN HEALTH PSYCHOLOGY. This course emphasizes the methods and techniques commonly used in health psychology research. Students will participate as subjects and experimenters in designing research questions of interest to health psychologists, gathering data and analyzing/interpreting data. **Kennedy. 2**

360—INTRODUCTION TO CLINICAL PSYCHOLOGY. A study of assessment, intervention, and evaluation strategies within the field of clinical psychology. Topics include clinical interview, psychological testing, consultation and education, crisis intervention, and therapy evaluation. The relationship between theory and practice will be considered from a variety of perspectives including psychoanalytic, behavioral, humanistic, and family systems. **Rasnake. 4**

361-362—DIRECTED STUDY. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3-4**

370—STATISTICS FOR BEHAVIORAL SCIENCES. An introduction to techniques of measurement. Special emphasis is placed on sampling theory, tests of significance, analysis of variance, regression, and using SPSS for analysis. Not open to those with credit in Mathematical Sciences 102.
Freeman, Snyder. 4

380—BEHAVIOR GENETICS. The role of nature and nurture in behavioral development. Topics include intelligence, personality, schizophrenia, depression, alcoholism, and other behavioral traits. (Not offered 1998-99.) **Staff. 4**

399—ADVANCED TOPICS IN PSYCHOLOGY. A general category used only in the evaluation of transfer credit.

400—JUNIOR/SENIOR SEMINAR IN PSYCHOLOGY. This seminar will examine how major theoretical perspectives in psychology are shaped by cultural values and beliefs, modern technology and mass media. The role of psychology in understanding and shaping responses to several contemporary social issues and problems will be explored. An emphasis will be placed upon understanding how people construct meaningful interpretations of individual and social actions in everyday life. **Hassebrock, Heft. 4**

410—HISTORY AND SYSTEMS OF PSYCHOLOGY. This course examines major issues in psychology as they have been addressed throughout its history, from the writings of the Greek philosophers to twentieth century theories and experimental investigations. These issues include mind-body relations, processes of knowledge acquisition such as perception and learning, characteristics of human motivation and personality, and the nature of thought and memory. The philosophy of scientific inquiry in relation to the field of psychology is also considered. **Heft, Rasnake. 4**

451-452—SENIOR RESEARCH. Either must have taken or be taking concurrently Psychology 370. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

470—TEACHING METHODS IN PSYCHOLOGY. By consent only. **Staff. 3-4**

Religion

Professor David O. Woodyard, Chair

Professor David O. Woodyard; Associate Professors John L. Jackson, Joan M. Novak, Harold Van Broekhoven, John E. Cort; Assistant Professor C. Keith Boone; Visiting Lecturer in Jewish Studies, to be appointed.

Departmental Guidelines

Religion is an essential part of humanistic studies in a liberal arts education. The study of religion is one way to establish a view of reality, and more specifically a view of the meaning of human existence as individuals and as social beings in relation to ultimate reality.

The goals of the Department are to familiarize the student with the nature of religion, to give him or her an understanding of both Western and non-Western religious traditions, to help the student develop critical and analytical skills for examining the various religious systems offered in a pluralistic society, and to examine his or her own religious perceptions.

A Major in Religion

A Religion major requires nine courses. It has the following components. (1) A common set of four courses. (2) A concentration of at least three courses in designated areas. (3) A seminar for majors and minors only, designed around special topics that will be in a concentration area. (4) A comprehensive examination with "take-home" and "in-class" components. First-Year Seminars taught by a member of the department may count toward a concentration. However, no more than one course at the 100-level may count. If a major has completed the common courses and fulfilled a concentration, an Honors Project may count toward the nine-course requirement.

A Minor in Religion

A Religion minor consists of (1) a common set of four courses; (2) an elective course; (3) a seminar for majors and minors only, designed around special topics; and (4) an abbreviated comprehensive examination.

Course Offerings

101—INTRODUCTION TO THEOLOGY. Theology is an attempt to understand ourselves and our world in relation to transcendent reality. It is simultaneously an attempt to state persuasively the claims of faith in relation to the controlling experiences of an era. The course will focus upon theological responses to issues like environmental deterioration, race and gender, war and violence.
Woodyard. 4

102—ETHICS, SOCIETY AND THE MORAL SELF. An introductory course which explores contemporary moral dilemmas in light of a variety of ethical alternatives. A variety of moral approaches will be compared. Practical applications will vary but usually include dilemmas related to sexuality, economic justice, racism and sexism, and the use of violence. **Novak. 4**

103—WORLD RELIGIONS. An introduction to the comparative study of religion, involving case study surveys of several of the major religious traditions of the contemporary world. Guiding questions include: What does it mean to live within each tradition? What does one do? How does one view the world? To what extent is religion a matter of personal experience and to what extent a matter of social and cultural experience? How do we begin to study the world's religious traditions? **Cort. 4**

199—INTRODUCTORY TOPICS IN RELIGION. A general category used only in the evaluation of transfer credit.

201—THE REALITY OF GOD. The premise of the course is that the metaphors we use for God are profoundly consequential. The ways we image God effect our understanding of ourselves and our society. We will explore how particular metaphors impact economic justice, the ecological crisis, history and human oppression as well as our personal lives. **Woodyard. 4**

202—JEWISH STUDIES. The course is an inquiry into the nature of Judaism. The emphasis will be on the development of Rabbinic Judaism during the first half of the first millennium: Theology, History, Rabbinic Literature, Holy Day, and life cycle observances. **Staff. 3**

204—SCIENCE AND RELIGION. This course examines science and religion as social institutions and systems of knowledge, comparing the kinds of language they use, their methods of discovery creating knowledge, and the ways they evaluate truth-claims. Selected topics will examine religious responses to specific historical developments in science and philosophy, such as the Copernican revolution, evolution and creation science, social Darwinism, positivism, psychological determinism, and modern physics. This study will provide a basis for determining what has been and ought to be the relationship between science and religion. (Not offered 1998-99). **Novak. 4**

205—RELIGION AND NATURE. An investigation of the religious value of nature in Christianity and Buddhism, and in particular in America and Japan. We look at how people in these cultures have viewed the place of humanity within the world of nature, and the relationships among humanity, God and nature. **Cort. 4**

206—RELIGION IN AMERICAN POLITICS AND LAW. This course explores the interplay between religion and American culture through the lenses of politics and law. Is there an American view of religion? Is there a religious view of America? Is there an inherent tension between religion and constitutional democracy? Among the topics to be treated are the following: religion in education; science and religion; "civil religion"; war and religion, sects, cults and Native American practices; religious values in the making of public policy. **Boone. 4**

207—RELIGION AND ART. This course explores the relationship between artistic expression and religious experience. At the heart of the course is the question, "What is the relationship between religion and art?" To explore this question, we will undertake a comparative study of the use and critique of sacred images in Hinduism and Christianity. (Not offered 1998-99). **Cort.4**

210—THE NATURE OF RELIGION. This course explores some of the ways different scholars have asked and attempted to answer the basic questions, What is religion? What is religious experience? How does one lead a properly religious life? Scholarly approaches include those of history, philosophy, theology, anthropology and psychology. (Not offered 1998-99). **Cort. 4**

211—INTRODUCTION TO THE OLD TESTAMENT. This course introduces the history of Israel and early Judaism as well as the literary character, the religious phenomena and the theological themes of the Hebrew Bible (or Old Testament). **Van Broekhoven. 4**

212—INTRODUCTION TO THE NEW TESTAMENT. This course introduces the main areas of New Testament studies: the history, culture, and religious background of the New Testament community; the characteristics, religious phenomena and theological themes of the New Testament writings, and the history of the development of thought during the early centuries of the church, leading to the council of Nicaea. **Van Broekhoven. 4**

213—HISTORY OF CHRISTIAN THOUGHT. A topical study in the development of Christian teachings from the early Middle Ages to the 19th Century. Changing concepts of the church, and its approach to human problems are studied. **Van Broekhoven. 4**

215—HINDUISM. An historical and thematic survey of the beliefs and practices of the people of the Indian subcontinent from ancient times until today. Reading selections include both classical texts and modern interpreters. **Cort. 4**

216—RELIGIONS OF CHINA AND JAPAN. This course explores the basic teachings and historical development of the most influential religious traditions and schools of thought in East Asia, including Confucianism, Taoism, Buddhism, and Shinto. Attention is given to classical texts, popular practice and the recent impact of Western culture on East Asian religion. (Not offered 1998-99). **Cort. 4**

217—SECTS AND CULTS. A study of religious cults, sects, and movements in America. The course will investigate both Western and Oriental religious movements. Western movements would include charismatic, adventist and legalistic sects within Christianity. Oriental movements would include cults of Hindu, Buddhist, and Islamic origins. The study would deal with the theology and practices of the groups, and with problems of the relationship of these religions to society. **Jackson. 4**

224—CHRISTIAN ETHICS. An inquiry into the lifestyles based on biblical presuppositions and theological convictions. The course deals with both theory and practice. Various theological perspectives will be considered as we examine specific applications, such as social and economic justice, medical ethics, and the use of violence. **Novak. 4**

225—ETHICS AND INSTITUTIONAL MORALITY. A critical analysis of the prospects of morality functioning within organizations and affecting their interactions with other groups. Attention will be given to comparing the moral possibilities of individuals with those of institutions and collectives, and to exploring how institutional and group loyalties tend to shape the behavior of the individuals devoted to them. The course will include an in-depth examination of some of the significant moral dilemmas faced by those in a selected occupation involving institutional commitments (for example, hospital administrators, advertisers, business managers, etc.) Different occupations will be chosen in different semesters. **Novak. 4**

228—BLACK RELIGION AND BLACK THEOLOGY. An introductory course in the study of Black religion and Black theology. It is an interdisciplinary examination of the various aspects and expressions of Black religion, including religious sects, the Black Muslims, mutual aid societies, etc., for the purpose of extracting and validating the data and norm of Black theology. The sociological and theological issues surrounding the construction and analysis of the norm for Black theology wili be critically discussed. **Jackson. 4**

229—WOMEN AND WESTERN RELIGION. An introductory course analyzing the historical experiences of women within Western religion and contemporary trends in feminist theological thought. Although emphasis will vary, students will be asked to evaluate critical topics such as: how the Bible presents women, feminist reconstructions of Biblical texts, arguments that Christianity and Judaism are essentially sexist, feminist Christian and Jewish theological reconstructions and contemporary Western Goddess spirituality. **Novak. 4**

230—HOMELESSNESS AND THEOLOGY. This course will involve its students in an integrated theological experience that consists of an experiential and analytical immersion in the homelessness crisis in contemporary society, followed by efforts at critical theological engagement with that crisis and with certain prior, pertinent theological efforts. One aspect of this integrated experience will be the service-learning component of the course. Participation in the service-learning component is a course requirement — no exceptions. **Ball. 4**

233—BUDDHISM. An historical and thematic survey of the Buddhist tradition from the time of Siddhartha Gautama, the Buddha, until the present. Emphasis upon the ways in which Buddhist teachings and practices have interacted with and been changed by various cultures in Asia, and more recently in North America. **Cort. 4**

299—INTERMEDIATE TOPICS IN RELIGION. A general category used only in the evaluation of transfer credit.

300—MAJOR/MINOR SEMINAR. **Staff.4**

301—A MAJOR THEOLOGIAN OR MOVEMENT. (Not offered 1998-99). **Staff. 4**

308—NEW TESTAMENT STUDIES. This seminar will examine in depth either a text or group of texts or a theme that is important in the New Testament. **Van Broekhoven.** 4

309—OLD TESTAMENT STUDIES. This seminar will concentrate on either a text or group of texts or a theme that is important in the Hebrew Bible (or Old Testament). (Not offered 1998-99). **Van Broekhoven.** 4

317—RELIGION AND SOCIETY. (Same as Sociology/Anthropology 217) This course investigates the relationships between religion and society and the social dimension of religious truth-claims. The central theme entails a cross-cultural study of religious influences on both social stability and change or revolution. In exploring this tension between religion and existing socioeconomic and political orders, we will consider such examples as religious movements, civil religion, and liberation theology. Prerequisite: Consent. (Not offered 1998-99). **Maynard, Woodyard.** 4

319—THE HUMAN CONDITION: ECONOMIC FACTORS AND THEOLOGICAL PERSPECTIVES. Exploration of the interfaces between theological claims and economic policies. The focus will be on the impact of theology upon societal values and of societal values upon economic institutions. Of special concern will be the ways in which outmoded societal values are sustained in the form of economic institutions which may oppress a minority or even a majority in a society. The context of the study will include both the Third World and the United States. **Woodyard, King.** 4

331—INDIVIDUALISM IN U.S. SOCIETY. (See S/A 331) (Not offered 1998-99). **Maynard, Woodyard.** 4

340—SEMINAR: SPECIAL TOPICS. **Staff.** 4

361-362—DIRECTED STUDY. **Staff.** 3-4

363-364—INDEPENDENT STUDY. **Staff.** 3

392—ETHICAL DECISIONS IN MEDICINE. (See I.D. 392 under special courses and opportunities) **Novak.** 4

399—ADVANCED TOPICS IN RELIGION. A general category used only in the evaluation of transfer credit.

451-452—DIRECTED RESEARCH. **Staff.** 4

461-462—INDIVIDUAL WORK FOR HONORS. **Staff.** 4

Sociology/Anthropology

Professor Bahram Tavakolian, Chair

Professors Kent Maynard, Bahram Tavakolian; Associate Professors Susan Diduk, Anita M. Waters; Assistant Professors Mary Tuominen, Tammy Lewis; Assistant Professor part-time Carol Goland; Affiliated Scholar Brad Lepper

Departmental Guidelines

Major in Sociology/Anthropology

The major in Sociology/Anthropology is designed to meet the educational needs of three kinds of students: (1) those whose interests focus on a liberal arts education and who wish to use the disciplines to understand sociocultural institutions and change, as well as to gain insight into cross-cultural patterns; (2) those who wish to use sociology/anthropology as a background for certain occupations such as law, social work, business, public service, and human

service careers; and (3) those who expect to pursue graduate study in sociology or anthropology, leading to a teaching, administrative, or research career.

A major in sociology/anthropology must complete nine courses within the department. Five of those courses comprise a core curriculum including S/A 100, 200, 250, 316, and 420/421. The other four courses must be selected from among the following categories: Studies of the Individual in Culture and Society; Studies of Sociocultural Institutions; Studies of Social Structure and Inequality; and Studies of Sociocultural Change. Students must select at least one course from each category. At least two elective courses must be at the 300 level. Off-campus experiences are also available for students to supplement traditional course offerings.

Minor in Sociology/Anthropology

Completion of a minor in Sociology/Anthropology requires a student to complete S/A 100, 200, either S/A 316 or 250 and additional courses from three different categories of electives for a total minimum of 24 credits. At least one elective course must be at the 300 level. These additional credits must be identified through consultation with departmental faculty and designed to fulfill integrative curricular objectives.

Course Offerings

100—PEOPLE, CULTURE, AND SOCIETY. An examination of fundamental questions concerning the nature and foundations of sociocultural behavior. The course presents a variety of sociocultural approaches for understanding human nature and hominid evolution, cross-cultural similarities and differences, the sources of inequality, and the enormity of recent social change. This course satisfies the Social Inquiry requirement and has no prerequisite. This course is required of all majors and minors in sociology/anthropology. **Staff. 4**

199—INTRODUCTORY TOPICS IN SOCIOLOGY/ANTHROPOLOGY. A general category used only in the evaluation of transfer credit.

200—THE DEVELOPMENT OF SOCIAL THOUGHT. An investigation of the classical foundations of social thought and sociocultural theory in sociology/anthropology. The course will concentrate on the original works of such authors as Marx, Weber, Durkheim, Martineau, DuBois and other significant authors of the nineteenth and early twentieth centuries. This course is required of all majors and minors in sociology/anthropology. SA200 satisfies the Critical Inquiry requirement. Prerequisite: 100 or consent. **Waters,Tavakolian. 4**

210—SEXUAL INEQUALITY. This course compares and evaluates a variety of theories which attempt to explain the origins, persistence and effects of sexual inequality in American society. In particular, it explores a number of settings: the family, the work place, the political arena, religious activity, violence against women, and face-to-face interactional contexts. Special attention is given to the ways in which race/ethnicity, class and sexual orientation shape gender experiences. Although its primary focus is American society, the course compares problems of sexual inequality in American society with other, quite different, societies in order to gain a comparative understanding of how discrimination, prejudice, and structural inequality, wherever they are found, create special problems for women. Throughout, the focus is on learning to use structural, historical, and theoretical information as guides to understanding social change and the choices facing women and men. This course satisfies the Minority/Women's Studies requirement and has no prerequisite. **Tuominen, Diduk, Tavakolian. 4**

212—RACE AND ETHNICITY. An introduction to the sociocultural analysis of race and ethnic group membership, in its various historical and geographical contexts, especially that of the contemporary United States. The reasons that ethnic group membership has remained an important factor in social life and the conditions under which such membership forms the basis of social and political mobilization are explored. Issues such as affirmative action, immigration policy and multiculturalism

are discussed, and key concepts such as assimilation, neo-colonialism, and split labor market are critically evaluated with attention to their ideological bases, explanatory power and policy implications. This course satisfies the Minority/Women's Studies requirement and has no prerequisite. **Waters. 4**

214—AMERICAN SOCIETY. An introduction to American society and contemporary social problems. What is the nature of our society and how does it differ from others? How have major economic and political trends, and/or cultural ideas and values shaped our characteristics as a society? The course will focus on a number of social problems, such as alienation, poverty, crime, child abuse, environmental pollution and bureaucratic inefficiency. Students will learn not only the character of such problems, but grapple with different explanatory theories and alternative models which propose solutions. This course satisfies the American Social Institutions requirement and has no prerequisite. **Tavakolian, Lewis. 4**

217—RELIGION AND SOCIETY. This course investigates the relationships between religion and society, and the social dimension of religious truth-claims. The central theme entails a cross-cultural study of religious influences on both social stability and change or revolution. In exploring this tension between religion and existing socioeconomic and political orders, we will consider examples such as religious movements, as well as the ritual life of both the individual's life cycle and wider social and political institutions. No prerequisite. **Maynard, Waters. 4**

224—HUMAN ORIGINS AND PREHISTORY. This course examines the topics of human origins, human nature, evolution, and prehistory, emphasizing the interplay between biological and sociocultural aspects of human life. Readings will draw from accounts of primate social behavior, hominid evolution, and archaeology to investigate the foundations of our uniquely human form of adaptation through culture. No prerequisite. **Lepper, Goland. 4**

235—COMPARATIVE THERAPEUTIC SYSTEMS. The course examines the sociocultural bases of both Western and non-Western medical and psychiatric systems. It focuses especially on different cultural assumptions about the nature and causes of illness and the institutional arrangements for the care of patients. The course will consider a variety of social scientific theoretical perspectives on the relationship between illness, medicine, and society. It will assess the degree to which non-Western medical systems may be compatible with and/or of benefit to Western medicine and psychiatry. This course satisfies the Non-Western Studies requirement and has no prerequisite. **Maynard. 4**

242—DEVIANCE AND SOCIAL CONTROL. This course will explore the structures and processes by which conceptions of deviance are formed and reactions to deviance are developed and maintained. By looking at deviance from a cross-cultural perspective and with a recognition of the links between private events and public processes, we will address the connections between deviance and the political, economic, informational, and legal systems in society. No prerequisite. **Tavakolian. 4**

244—ENVIRONMENT, TECHNOLOGY, AND SOCIETY. This course analyzes the social causes and consequences of environmental change. We explore the relationships among production, consumption, population, technology, and environment. We ask: do the social benefits of economic growth outweigh environmental costs? Does population growth lead to environmental problems? Can technical "fixes" solve environmental problems? Are "indigenous" technologies superior to "western" technologies? We'll also analyze human responses to change: policy and regulation, "green" capitalism, environmental movements, and environmental counter-movements. We ask, how can we shape our future? What alternatives are likely and possible? Will the U.S. experience ecotopia or ecocide in the years to come? Will the Third World become the First World's dumping ground or will sustainable development provide environmental equity? This course is cross-listed with Environmental Studies and has a prerequisite of either S/A 100 or ENVS 100. **Lewis. 4**

246—SOCIETY AND THE LITERARY IMAGINATION. This course begins with a question: Does the poetic and literary imagination transcend its particular cultural context? Are there universally recognized themes or criteria for judging literature, or is all literature a reflection of what is going on in society at a particular historical moment? If there is a relationship between society and literature, we will need to explore it from at least two vantage points: What are the sociocultural bases of literature, and how might literature, in turn, influence society? The course may use different examples or sub-themes to address these issues. For example, do the criteria by which we judge "good" literature vary over time and across societies? Do the stories we tell in different societies look at society, human virtues or the environment in the same ways? To what degree do our stories reflect society, critique it or propose alternatives to social arrangements? We will discuss works (novels, plays, short stories

or poetry) often acknowledged in the West to be "great literature" and look at how we establish this "canon." Yet, we will also look at children's literature, science fiction and other "pulp fiction" as equally telling sources of information about our aesthetic values and social arrangements. This course has no prerequisite. **Maynard. 4**

250—SOCIOCULTURAL METHODS. This course provides experience in the design and implementation of sociocultural research. In addition to current techniques of collecting, analyzing, interpreting, and reporting data, we will examine the epistemological issues that underlie social research, the ethical questions involved in research, and the assumptions on which various research strategies are based. Students will be involved in actual research experiences which allow them to apply the information of the course. Required of majors. Prerequisite: 100 or consent.

Lewis. 4

299—INTERMEDIATE TOPICS IN SOCIOLOGY/ANTHROPOLOGY. A general category used only in the evaluation of transfer credit.

311—LAW, CRIME AND SOCIETY. In this course we explore the intersecting relationships between law, crime, justice and society. While our primary focus is on U.S. society, we will include a cross-cultural analysis. In addition, we examine the ways in which race/ethnicity, gender and class shape experiences of law and justice. Our exploration of western societies incorporates a thorough analysis and application of classical liberal political theory, contemporary critical legal theory and historical analysis. Prerequisite: 100 or consent. **Tuominen. 4**

313—FAMILIES, SEXUALITY AND THE STATE. In this course we analyze historical and contemporary patterns of family/kinship organization and the relationship of families to broader political and economic structures. We explore families and kinship from a cross-cultural perspective, as well as examining the ways in which race/ethnicity, economic status and sexuality shape family/kinship structures in the contemporary U.S. We explore specific issues including women's paid and unpaid labor in families; families and welfare state policies; power and violence in families; changing family and kinship structures; ideologies of motherhood; birthing and reproductive technologies; and the impact of family structures and gender ideologies on women's political activism. These case studies will be analyzed in the context of anthropological and sociological theories of families, kinship and gender relations, including feminist theories of the social construction of gender. This course satisfies the Minority/Women's Studies requirement. Prerequisite: 100 or consent. **Tuominen. 4**

315—WORK AND SOCIETY. In this seminar we analyze historical and contemporary patterns of the organization of work. Using theoretical and ethnographic perspectives we analyze the work historically undertaken by members in various cultures and the relationship of work to broader political and economic institutions and processes. We analyze gender, racial/ethnic and class relations and how these shape work in the U.S., as well as cross-culturally. Prerequisite: 100 or consent. **Tuominen.4**

316—CONTEMPORARY SOCIOCULTURAL THEORY. Analyses of central theoretical questions in sociology/anthropology. Historical developments and major paradigms within the two disciplines are explored. The process of theory construction is examined and a critical perspective developed. Required of majors. Prerequisite 100 and 200. **Maynard. 4**

319—INDIAN SOCIETIES OF LATIN AMERICA. Ethnography of Native Americans south of the Rio Grande, with special emphasis on cultural contact, domination, and persistence. The wide variety of adaptations to the environment, and institutional arrangements of economics, politics, kinship, and religion will also be explored. We will use ethnographic case studies to assess the impact of cultural domination on indigenous societies and their attempt to maintain a traditional way of life. This course satisfies the Non-Western Studies requirement. Prerequisite: 100 or consent. **Maynard. 4**

320—PEOPLES AND CULTURES OF SUB-SAHARAN AFRICA. The course is an examination of the historical, ethnic and cultural diversity of sub-Saharan African societies. It considers questions of economic development, urbanization, agricultural production and the role of the contemporary African state upon rural polities. This course also examines African systems of thought within the context of ritual. This course satisfies the Non-Western Studies requirement. Prerequisite: 100 or consent. **Diduk. 4**

321—GENDER AND CHANGE IN CROSS-CULTURAL PERSPECTIVE. Our foci in this course will be on the diverse ways in which rural women in emerging nations conceptualize and utilize landscape and resources, and on the effects of material changes in natural and social environments on the quality of gender relations, social life, and community organization. The course will also look comparatively,

but more briefly, at the experiences of women migrants and urban workers. We will consider the formulation and implementation of goals for economic and social change, such as sustainable agricultural development, and rural cottage industries, that may contribute to material well-being without damaging the natural environment, and we will examine how cross-cultural alternatives to Western conceptions of gender and ecology may serve as a basis for prospective changes within our own society. This course satisfies the Non-western Studies Requirement. Prerequisite: S/A 100 or consent. **Tavakolian, Diduk. 4**

323—PEOPLES AND CULTURES OF THE MIDDLE EAST. The focus of this course is an examination of the ecological, historical, and sociocultural diversity of peoples of the Middle East (from North Africa to Afghanistan). In addition to the study of ecological adaptation, social structure, and ideology in traditional village and nomadic communities, we will examine the effects of urbanization, economic development, and nation-building on contemporary populations of the Middle East. This course satisfies the Non-Western Studies requirement. Prerequisite: 100 or consent.

Tavakolian. 4

325—THE CHALLENGE OF MODERN CHINA. Since the establishment of the People's Republic of China in 1949, the Chinese people and their government have been carrying out an experiment in economic and social reorganization on a vast scale. Both their successes and failures are opportunities for us to gain a better understanding of social processes. This course is intended to cover post-1949 China in the context of that society's recent history (1850-1949). There will be a general focus on the political economy — as expressed in economic organization and political structures — and on the dominant ideology of the society. Special attention will be given to rural and urban political and economic structures, the organization of work, the role of the family in society, the status of women, and recent moves to integrate China into the international market system. This course satisfies the Non-Western Studies requirement. Prerequisite: 100 or consent. **Staff. 4**

331— CULTURE, SOCIETY, AND THE INDIVIDUAL. This course examines the relationship between individuals, their society and culture. This involves looking at differing cultural conceptions of "human nature," and the way in which both "intelligence" and the emotions are "cultural performances." The nature of the "self," indeed, the structure of perception and cognition, are not separable from specific patterns of sociocultural life. Finally, Western and cross-cultural examples will be used to assess different models of social determinism and the cultural impact of human decisions and action. Prerequisite: 100 or consent. **Maynard, Tavakolian. 4**

333—CAUSES AND CONSEQUENCES OF CHANGE. This course analyzes the sources, processes and directions of social and cultural change. It examines different theoretical models which account for social change. Of particular importance are conceptual distinctions between evolution, modernization, industrialization, urbanization, revolution, economic development and cultural domination. Possible topics for exploration may include change brought through population increase, the growth of technology, exploitation of resources, migration and hunger. Prerequisite: 100 or consent.

Diduk, Lewis. 4

336—THE CROSS-CULTURAL STUDY OF ART. The course will explore aesthetic production from a cross-cultural perspective looking predominantly at non-industrial societies. In doing so, it looks at the role of the artist, the public, and artistic production, in cultural contexts as varied as the Walbiri of Australia, the Guro of Ivory Coast, the Ashanti of Ghana and the Balinese of the island of Bali. It considers how societies define the aesthetic in cultural life. Theories proposed by anthropologists and sociologists on the function and significance of art are compared. The role of ritual, conceptions of time, and processes of symbolic construction will be examined. Given anthropology's and sociology's concern with cross-cultural patterns, the latter three weeks of the course will compare art in non-industrial societies with contemporary Western art movements. This course satisfies the Non-Western Studies requirement. Prerequisite: 100 or consent. **Diduk. 4**

338—SOCIAL STRUCTURE AND POPULAR CULTURE. Under study here are the production and distribution, form and content, and artists and audiences of popular culture internationally. We will consider prominent social theories, from the Frankfort School's critique of popular culture, through the writings on mass culture in the United States, to the recent rehabilitation of popular culture by British writers like Stuart Hall and Paul Gilroy. Some of the major questions addressed will include: How do the social arrangements and the technologies of production shape the messages conveyed in popular media? What is the relationship between popular culture and "high" culture? Under what conditions does popular culture distract people from the struggles for equality and social justice, lulling them to passivity, and when can it inspire protest, or even transform people's behavior? Prerequisite: 100 or consent. **Waters. 4**

339—CULTURE, IDENTITY AND POLITICS IN CARIBBEAN SOCIETY. This course focuses on the social, cultural and political life of the Caribbean area, especially the English- and French-speaking areas. A fragmented group of nations decidedly on the periphery of the global economy, the Caribbean was once one of the richest areas of the world. Its riches then depended on the labor of enslaved Africans; the fruits of the plantation economy were enjoyed mainly by European planters. What is the legacy of such a history? We review the variety of Caribbean polities, from the strong democractic traditions of Jamaica to the autocratic rulers of Haiti, and explore how the Caribbean's unique combination of cultural influences affect the political processes, ways of life, class divisions and ethnic stratification evident in the Caribbean today. This course satisfies the Non-Western Studies requirement. Prerequisite: 100 or consent. **Waters. 4**

340—SOCIAL MOVEMENTS. In this course we explore social movements as a primary means of social change.We attempt to understand the conditions which precede, accompany and follow collective action. Particular case studies for analysis will be drawn from the United States and cross-cultural contexts to illustrate that social movements are human products that have both intended and unintended consequences. Prerequisite: 100 or consent. **Lewis, Tuominen. 4**

345-346—SPECIAL PROBLEMS. Special problems which are offered at an advanced level in topics not covered in regular courses. (Examples: Women's Health Issues; Prospects for the Future of Afghanistan; Social Work; Feminist Theory; Women and Work; and Social Policy.) Prerequisite: consent. **Staff. 4**

347—POWER IN SOCIETY. The course examines relationships between the distribution of power in society and the nature and extent of social inequality. Gaining an understanding of the causes and consequences of social stratification in human societies is a major goal. Attention will be focused on inequality structured by gender, age, race, ethnic differentiation, and unequal access to economic resources. The focus of the course will be upon comparative stratification systems whether local, national or international. Prerequisite: 100 or consent. **Lewis. 4**

361-362—DIRECTED STUDY. Credit earned will be determined by departmental evaluation. **Staff. 1-4**

363-364—INDEPENDENT STUDY. **Staff. 3**

399—ADVANCED TOPICS IN SOCIOLOGY/ANTHROPOLOGY. A general category used only in the evaluation of transfer credit.

420-421—SENIOR RESEARCH SEMINAR. An integrative course designed to be a culmination of the student's work in the major. This is a TWO-SEMESTER course which focuses on the design and completion of a year-long research project for all senior majors. This provides the basis for then reflecting about the nature and importance of sociology anthropology as a discipline and in relation to our role as researchers and citizens. Required of senior majors. **Diduk, Tavakolian. 2/semester**

451-452—SENIOR RESEARCH. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Theatre and Cinema *(As of 1999, Theatre and Cinema will be separate departments.)*

Professor Jon R. Farris, Chair

Professors Jon R. Farris, R. Elliott Stout; Visiting Professor Ralph Allen; Associate Professor David Bussan; Assistant Professors Peter Pauzé, Cynthia Turnbull

Departmental Guidelines

The majors in theatre and cinema are designed to aid the serious student to develop his or her artistic and intellectual potential, to cultivate discipline of thought and craft, and to foster the creative imagination.

The goals of the majors in theatre and cinema are twofold: first, to provide students with a working knowledge of the fundamental principles of each of the several arts of the theatre and cinema, with practical application of those principles in stage and cinema production; and second, to develop analytical skill, facility in problem-solving, historical perspective, and appreciation of aesthetic form.

The programs in theatre and cinema aim to develop the skills of thoughtful inquiry, informed judgment, and imaginative response that are fundamental to the rewarding pursuit of any profession. In addition, these programs aim to provide a sound basis for graduate study in theatre or cinema.

Required Courses for Major in Theatre — B.A.: 40 credits

Three courses from the following four courses:	(9 credits)
123—Acting I	
140—Costuming	
144—Introduction to Technical Theatre	
145—Lighting for the Stage	
201—The Development of Dramatic Art	(4 credits)
301—History of the Theatre I	(4 credits)
302—History of the Theatre II	(4 credits)
333, 334, or 335—Theatre Workshop	(3 credits)
404—Drama Seminar	(4 credits)
One course from the following four courses:	(4 credits)
403—Theatre History Seminar	
404—Drama Seminar	
415—Play Direction	
426—Theory of Theatre	
Elective courses in Theatre or English 215 or English 240	(8 credits)

Required Courses for Major in Theatre — B.F.A. Degree: 56 credits

Note: In addition to the General Education requirements specified on page 7 for the B.F.A. degree, candidates for the B.F.A. degree in Theatre must complete the foreign language requirement (3 semesters or equivalent).

123—Acting I	(3 credits)
140—Costuming	(3 credits)
144—Introduction to Technical Theatre	(3 credits)
201—The Development of Dramatic Art	(4 credits)
301—History of the Theatre I	(4 credits)
302—History of the Theatre II	(4 credits)
333, 334, or 335—Theatre Workshop	(6 credits)
404—Drama Seminar	(4 credits)
415—Play Direction	(4 credits)

In addition, B.F.A. candidates will complete one of the following sequences:

Performance Emphasis:

224—Acting II (4 credits)
290—Voice for the Actor (3 credits)
331—Acting III (4 credits)
424—Acting IV (4 credits)
DANCE: Modern and/or Ballet — two technique courses (3 credits)
VOICE: Selected from Music 140 (private lessons), Music 141 (voice class), or Communication 231 (Voice and Diction) (3 credits)

Design/Technical Emphasis

145—Lighting for the Stage (3 credits)
340—Scene Design (4 credits)
345—Advanced Technical Theatre (4 credits)
347—Costume Design (4 credits)
401—Theatre Practicum: a, d, e, or f (6 credits)

Required Courses for Major in Cinema — B.A. Degree: 32 credits

104—World Cinema (4 credits)
219—Elementary Cinema Production (4 credits)
310—Video Theory and Production (4 credits)
326—History of Cinema (4 credits)
410—Advanced Cinema Production (4 credits)
412—Theory of Cinema (4 credits)
Elective course in Cinema (4 credits)
One course from the following five courses: (4 credits)
- TC 201—Development of Dramatic Art
- Art 117—Photography I - Foundation
- Com 225—Radio and Television in America
- Mus 116—Multi-track Recording and Computer Notation
- Phil 369—Philosophy of the Arts

Required Courses for Minor in Theatre: 20 credits

109—Introduction to the Theatre (4 credits)
One course from the following four courses: (3 credits)
- 123—Acting I
- 140—Costuming
- 144—Introduction to Technical Theatre
- 145—Lighting for the Stage

201—The Development of Dramatic Art (4 credits)
301—History of the Theatre I; or 302—History of the Theatre II (4 credits)
333, 334, 335—Theatre Workshop (1 credit)
404—Drama Seminar, or 426—Theory of Theatre (4 credits)

Required Courses for Minor in Cinema: 20 credits

104—World Cinema (4 credits)
219—Elementary Cinema Production (4 credits)
326—History of Cinema (4 credits)
410—Advanced Cinema Production (4 credits)
412—Theory of Cinema (4 credits)

Course Offerings

104—WORLD CINEMA. An introductory study of the dominant theatrical medium of the 20th century. Critical analysis of narrative, documentary, animation, and experimental cinema. An introduction to basic scholarly and evaluative approaches to film and video art. Screenings, readings, and critical papers. Offered once per year. No prerequisites. Required of Cinema majors. **Stout. 4**

109—INTRODUCTION TO THE THEATRE. A study of the fundamental aesthetic principles of the theatre, examining the artistry of playwright, actor, director, and designer through theory and practice. Attendance at Department's mainstage productions is required. Writing is emphasized through critiques and papers. **Pauzé, Turnbull. 4**

121—ELEMENTARY ACTING. The student is introduced to exercises designed to free the imagination through improvisation and theatre games as well as various psychodramatic techniques. In addition, the basic skills of physical and vocal technique are explored through scene work. Designed for the non-major. **Pauzé, Staff. 3**

123—ACTING I: VOICE AND MOVEMENT. An integrated approach to free, develop, and strengthen the voice and the body of the performer. Special attention is given to improvisation, and the discovery of action implied by dialogue in a play script. The beginning course for majors interested in performance. **Farris, Staff. 3**

140—COSTUMING. An introductory course in which the student participates in the major steps of the costume design and creation process: script analysis, research and design, color and fabric choices, pattern development, and basic garment construction. **Turnbull. 3**

143—MAKE-UP. Make-up for the performer and designer, with an emphasis on adapting designs to facial structure. Topics include character make-up, fantasy make-up and special effects make-up. **Turnbull. 2**

144—INTRODUCTION TO TECHNICAL THEATRE. Introduction to the theories, principles, and techniques of technical theatre. Topics include the historical development of technical theatre, current practices in scenic construction, stage lighting, and sound, and the role of technology in theatrical production. **Pauzé. 3**

145—LIGHTING FOR THE STAGE. Introduction to the theories, principles, and techniques of theatrical lighting. Topics include the physical properties of light, basic electrical theory, stage lighting technology and equipment, and lighting design. **Pauzé. 3**

199—INTRODUCTORY TOPICS IN THEATRE AND CINEMA. A general category used only in the evaluation of transfer credit.

201—THE DEVELOPMENT OF DRAMATIC ART. A study of the historical development of the drama from classical to modern times. Emphasis is given to the comparison of differing dramatic forms. **Farris. 4**

219—ELEMENTARY CINEMA PRODUCTION. An introductory course exploring the nature of the cinematic medium from the point of view of production and technique, with an emphasis upon cinema as an aesthetic form. Each student will complete a series of film projects in 16mm format. Some attention will be paid to video production. The student will be required to share in the expenses involved in his or her film production. Required of cinema majors. No prerequisites. **Bussan. 4**

224—ACTING II: CHARACTERIZATION. A scene study class, the primary purpose of which is the application of skills learned in Acting I, with emphasis on creating character through action, given circumstances, and character relationships. Prerequisite: 121 or 123, or consent. **Pauzé, Staff. 4**

225—CONTEMPORARY THEATRE. Attendance at productions in New York during spring vacation, preceded by study of contemporary theatre and followed by a written report. Estimated cost of the trip, exclusive of tuition, is $750. **Staff. 3**

243—DRAFTING. An intensive study in basic drafting techniques used in the theatre, including isometric and orthographic projection, mechanical perspective, true size and shape, floor plans, and sections. Focus is on computer-assisted drafting (CAD) techniques. **Pauzé. 3**

290—VOICE FOR THE ACTOR. Intensive, practical work designed to develop the speaking voice of the actor. Daily exercises in projection, articulation, placement, and focus. Special attention will be given to eliminating regional speech mannerisms. Repeatable up to a maximum of six credits. **Farris. 3**

299—INTERMEDIATE TOPICS IN THEATRE AND CINEMA. A general category used only in the evaluation of transfer credit.

301—HISTORY OF THE THEATRE I. A study of the theatrical culture of western civilization from ancient Greece through the Renaissance. Topics of investigation include classical Greek drama, Roman spectacle, medieval religious and secular theatre, *commedia dell'arte,* and Renaissance and baroque pageantry. The approach is a documentary one, concentrating on the reconstruction of performance practices through use of primary evidence, both textual and pictorial. Fulfills Western Studies requirement. **Allen. 4**

302—HISTORY OF THE THEATRE II. A survey of post-Renaissance theatrical culture and production forms, including the Restoration stage, the age of Garrick, Weimar classicism, Romantic theatre and opera, melodrama and poetic spectacle, the independent theatre movement, and in the 20th century, the innovations in particular of the Continental theatre — Meyerhold, Brecht, Artaud and others. A unit on Asian theatre will be offered as well. **Allen. 4**

310—VIDEO THEORY AND PRODUCTION. A course in video examining this electronic-based medium in both theory and practice. Students will complete a series of short video projects in several genres -- documentary, narrative and experimental. Emphasis will be placed on comparisons between video and film, film grammar and all facets of production. Offered once each year. Students will be required to share in the expenses of their productions. Required of cinema majors. Prerequisite: 219. **Bussan. 4**

312—CINEMA SEMINAR. The subject for these seminars will vary from year to year, and will offer the advanced student of cinema intensive and humanistic investigation of specialized generic, stylistic, and creative problems in the field of film and/or video. Offered at least once each year. Research papers, screenings, critical essays, readings. Prerequisite: One cinema course or consent. Repeatable. **Stout, Bussan. 4**

324—HISTORY OF AMERICAN THEATRE. The derivation of American theatre in the patterns of colonial culture and the development of the theatre from the 18th century to the present. A strong emphasis is placed upon the development of drama in the 19th and 20th centuries. **Allen. 4**

326—HISTORY OF CINEMA. A survey of the social and aesthetic impact and development of cinema from its literary and technological origins in the 19th century, through the French and American development of the early silent cinema, Soviet expressive montage, German expressionist cinema, the French surrealist avant garde, the studio years of Hollywood, Italian neo-realism, the new wave, and contemporary developments, including the recent influence of electronically generated and broadcast cinema. Offered every other year. Screenings, readings, research, and critical papers. Required of cinema majors. **Stout. 4**

328—SCREENWRITING. A course offering a small group of students guided practice in dramatic writings for the screen. This seminar will include readings, film viewings, script analyses and weekly writing exercises, with emphasis upon the dramatic feature screenplay. Offered every other year. Prerequisite: one previous cinema course, junior or senior standing, or consent. **Stout. 4**

331—ACTING III: TECHNIQUES IN ACTING SHAKESPEARE. Study of techniques in speaking Shakespeare's verse — scansion, paraphrase, use of imagery, structuring the long speech. Prerequisite: 121 or 123 or consent. **Farris. 4**

333, 334, 335—THEATRE WORKSHOP. 1-2 credits per semester — 1 credit per mainstage production. Repeatable up to a limit of 8 credit hours. See the following descriptions.

333—THEATRE WORKSHOP: REHEARSAL AND PERFORMANCE. Participation in mainstage production as actor or stage manager. **Staff. 1-2**

334—THEATRE WORKSHOP: COSTUMES/MAKE-UP. Participation in mainstage production as costume or make-up designer or crew member. **Turnbull. 1-2**

335—THEATRE WORKSHOP: SCENERY/LIGHTING/PROPERTIES. Participation in mainstage production as technical director or scenery, lighting, or properties designer or crew member. **Pauzé. 1-2**

340—SCENE DESIGN. An introductory course providing the student with a systematic illustration in theory and practice of the role and function of the stage designer. The course also provides an introduction to many of the media and techniques of the theatre designer. Projects will be based on play texts and will concentrate on the development of the student's ability to translate verbal, intellectual, and emotional concepts into concise, visual statements. **Pauzé. 4**

341—COSTUME HISTORY. A study of the development of Western dress with emphasis on how the "fabric" of each period (i.e., the trends in thought, art, culture, politics, and economics) made its impression on the fashion of the day. **Turnbull. 4**

345—ADVANCED TECHNICAL THEATRE. A study of various advanced topics in technical theatre, emphasizing theory and technique. Prerequisite 144. **Pauzé. 4**

347—COSTUME DESIGN. A studio course concentrating on specific problems in costume design, both technical and interpretive. Emphasis is on textual analysis, research, and exploration of rendering techniques. Prerequisite: 240 or consent. **Turnbull. 4**

349—PRODUCTION MANAGEMENT. An examination of the responsibilities of the production staff in the commercial and non-commercial theatres. This includes discussion of financial, stage, and house management. **Pauzé. 3**

361-362—DIRECTED STUDY. **Staff. 3-4**

363-364—INDEPENDENT STUDY. **Staff. 3-4**

399—ADVANCED TOPICS IN THEATRE AND CINEMA. A general category used only in the evaluation of transfer credit.

401—THEATRE PRACTICUM. Theory and creative practice in selected areas of the theatre arts for the talented and superior student. As registration warrants, the areas listed below will be offered. No more than 15 credit hours in these areas will be counted toward graduation. **Staff. 3-4**

a. Problems in Costuming
b. Problems in Styles of Stage Direction
c. Special Studies in Dramatic Literature
d. Problems in Theatre Management
e. Advanced Problems in Scene and/or Lighting Design
f. Advanced Problems in Costume Design
g. Special Studies in Children's Theatre

403—THEATRE HISTORY SEMINAR. Intensive study of the historical, cultural, and aesthetic significance of theatre production during a specific period or particular revolutionary movement in the history of the theatre. Topics will vary from year to year. Repeatable. Prerequisites: 301 and 302, or consent. **Allen. 4**

404—DRAMA SEMINAR. Intensive study of a major playwright, genre, form, or theme. The seminar topic will vary from year to year. Repeatable. Prerequisites: 201 or two courses in English literature. **Staff. 4**

410—ADVANCED CINEMA PRODUCTION. A production course designed for the advanced student of cinema: A rigorous and intensive practical course in the techniques of sound motion picture production. Working in the 16mm format, students will complete a series of individual and group projects. Production management, camera work, sensitometry, lighting, sound recording and mixing, double-system editing, printing and laboratory processes. Offered once each year. The student is expected to share in the expenses of his or her production work. Required of cinema majors. Prerequisite: 219. **Stout. 4**

412—THEORY OF CINEMA. An investigation of the salient theories of cinema from the pioneering work of Eisenstein and Pudovkin to current work in ideological, structuralist, and semiotic analysis. Reference will be made to traditional literary and art criticism, as well as to relevant sociological and anthropological research. Little attention will be paid to routine journalistic film criticism. Emphasis

will be on screenings, readings, research, and critical papers. Offered every other year. Prerequisite: 104, or 219, or 326. Required of cinema majors. (Not offered 1997-98.) **Stout. 4**

415—PLAY DIRECTION. Theoretical and practical work in direction. Each student is responsible for selecting, casting, and rehearsing scenes and/or plays of various length. Prerequisites: 201, 144, and 121 or 123. **Farris, Staff. 4**

419—CINEMA WORKSHOP. Designed for a limited number of students who have demonstrated significant ability in cinema production. The course will involve the student in the creation of works of cinematic art in 16mm sound format as a total process from script to screen. Some advanced video production may be permissible, by consent. Admission by consent. The student will be expected to share in the expenses of his or her production work. Offered each semester. Repeatable up to a limit of 16 credit hours. *It should be noted that Cinema Workshop is not designed to provide professional training but rather to permit the student to explore his or her creative abilities while employing professional tools and procedures.* Prerequisites: 219 and 410. **Bussan. 4**

424—ACTING IV. Intensive work on a specific acting problem. The subject will vary from year to year. Possible topics include: new approaches to developing roles, styles of acting, interdependency of design and movement, and working with new scripts. Repeatable. By consent. **Farris, Staff. 4**

426—THEORY OF THEATRE. The analysis and comparison of critical approaches to the theatre from Aristotle to the present, with emphasis on recent and current issues in theatrical theory, criticism, and scholarship. Prerequisite: junior standing. **Staff. 4**

441—DESIGN SEMINAR. Intended for the advanced production and design student. Content will vary from year to year. Areas offered will range from problems in advanced design to scene painting and stage decoration. Emphasis will be on advanced research and skill development. **Pauzé. 4**

451-452—SENIOR RESEARCH. **Staff. 4**

458—SENIOR COMPREHENSIVE PROJECT. A practical project in performance, design, theatre management, or film with work accomplished in the University Theatre or Theatre II. Course can be elected to satisfy a comprehensive experience in the department by B.F.A. majors only. The course is offered both semesters, but it can be taken only once. **Staff. 4**

461-462—INDIVIDUAL WORK FOR HONORS. **Staff. 4**

Women's Studies

Professor Eloise A. Buker, Director;
Associate Professor Toni King, Joint Appointment with Black Studies

Faculty: Professors Robin Bartlett, Eloise Buker, Anne Shaver, Bahram Tavakolian; Associate Professors Suzanne Condray, Susan Wright Diduk, Toni King, Bernardita Llanos, Gill Wright Miller, Joan Novak, Kaye Rasnake, Lyn Robertson, Sandra Runzo; Assistant Professors Barbara Fultner, Karen Graves, Amy Green, Jennifer Hall-Witt, Sara Lee, Sita Ranchod-Nilsson and Mary Tuominen

Director of Women's Programs, Lakesia Johnson

The Office of Women's Programs is located in the Women's Resource Center with its own small reference library. It was created as an on-campus resource to affirm women students and enhance their intellectual and social development through programming, advocacy training, assessment, and resource sharing. The Director works with faculty, staff and students to design and implement policies of concern to women, as well as other advisory and supervisory duties.

Women's Studies at Denison: General Information

The Women's Studies Program offers a variety of experiences for students to learn about women and to empower themselves to become effective citizens. Women's Studies is an interdisciplinary program that offers introductory courses and advanced courses designed to prepare liberal arts students to analyze issues concerning gender, race, and class in contemporary societies. The Women's Studies Program offers a major and minor for those who wish to focus on gender and the way in which gender, race, class and sexuality construct experiences.

Students have the opportunity of participating in a variety of internships located throughout the country that acquaint them with women's issues. Students are encouraged to develop leadership skills by taking active part in campus life. The Women's Resource Center, located on the first floor of Fellows Hall, provides reference materials, a meeting place and study space for students.

The Women's Studies Program sponsors regular symposia on gender issues that include presentations by Women's Studies faculty as well as Women's Studies scholars from universities throughout the United States. Program members participate in the Great Lakes Colleges Association, which provides conferences for Women's Studies students and faculty.

A Major in Women's Studies

Women's studies majors are required to take a total of 32 credit hours. All courses except for the WMST 101 will be at the 200 level or above. All Women's Studies majors must take the following:

(1) Required core courses:

WMST 101 Issues in Feminism	4 credits
WMST 298 Cultural and Social Methods	4 credits
WMST 307 Feminist Theory: Gender Justice	4 credits
WMST 451 or 452 Senior Research	4 credits

(2) One course on women of color in the United States, or women in developing countries 4 credits

(3) One Women's Studies science or social science course, (communication, economics, education, political science, psychology, sociology/anthropology, etc.) 4 credits

(4) One Women's Studies humanities course, (arts, history, literature, music, modern languages, philosophy, religion, etc.) 4 credits

One of the courses used to fulfill requirements (2), (3), or (4) must be a course cross-listed with Black Studies. The same course cannot be used to fulfill more than one requirement.

(5) One Women's Studies elective chosen from courses listed or cross listed as Women's Studies courses 4 credits

Minor in Women's Studies

Women's studies minors are required to take a total of 24 credit hours. All courses except for the WMST 101 will be at the 200 level or above.

All Women's Studies minors must take the following:

(1) Required Core Courses:

WMST 101 Issues in Feminism	4 credits
WMST 298 Cultural and Social Methods	4 credits
WMST 307 Feminist Theory: Gender Justice	4 credits
(2) One Course Cross-Listed Women's Studies/Black Studies	4 credits

The same course cannot be used to fulfill more than one requirement.

(3) Two Women's Studies electives chosen from courses listed or cross listed as women's studies courses. 8 credits

Students are encouraged to consult with the Women's Studies Director in making their course selections.

Course Offerings

Women's Studies 101—ISSUES IN FEMINISM. This interdisciplinary course will examine some aspects of institutionalized sexism in contemporary America, such as differential role socialization and its consequences; legal inequalities; job discrimination; reproductive issues; and violence against women. Every woman's experience of sexism is mediated by her class, race, age, religion, sexual preference and so forth; therefore the diversity of women's experience is a key factor in our study. The class format will be primarily a lecture discussion format with speakers and small group discussions. **Buker, King, Miller. 4**

Women's Studies 190—TOPICS IN WOMEN'S STUDIES **Staff. 4**

Women's Studies 290—TOPICS IN WOMEN'S STUDIES **Staff. 4**

Women's Studies 298—Cultural and Social Methods. This course examines both scientific methods and social analysis based on empirical research and the interpretive strategies that have developed out of the humanities for understanding societies. It provides experience in the design and implementation of social and cultural research with a focus on women's studies. The course will examine the epistemological issues that underlie research in women's studies, the ethical and political questions involved, and the assumptions that shape various methods. Students will apply the methods learned to their own research projects. Prerequisite: One Women's Studies course or consent. **King. 4**

Women's Studies 307—FEMINIST THEORY: GENDER JUSTICE: This course examines various ways of understanding gender by looking at a variety of feminist theories. Four different theories of feminism will be emphasized: liberal feminism, socialist feminism, radical feminism and postmodern feminism. Particular consideration will be given to issues raised by multiculturalism, women of color, womanist perspectives, queer theory, class concerns, and international feminist movements. Each theory will be examined to understand how it constructs notions of justice. The course will introduce students to a variety of theories to enable them both to recognize and use those theories in their research and social practice. Students will be encouraged to become reflective about their own theoretical stances and to consider how societies can move closer to justice for both women and men. Prerequisite: one Women's Studies course or consent. **Buker. 4**

Women's Studies 312—Women and Health. This is an interdisciplinary course on issues related to women's health. It will explore historical, epidemiological, social, economic, and political issues related to women's health and health care. Topics to be covered include the influence of gender on health research and policy, sex/gender differences in health status, the contribution of gender to specific health issues (eating disorders, violence against women), and the relationship between women's reproductive capacity and health issues. The course also incorporates the roles of race/ethnicity, social class, and sexual orientation in health status and health care. **Staff. 4**

Women's Studies 361, 362—DIRECTED STUDY **Staff. 3-4**

Women's Studies 363, 364—INDEPENDENT STUDY **Staff. 3-4**

Women's Studies 390—TOPICS IN WOMEN'S STUDIES **Staff. 4**

Women's Studies 451, 452—SENIOR RESEARCH **Staff. 4**

Black Studies

265—BLACK WOMEN AND ORGANIZATIONAL LEADERSHIP. This course examines and analyzes Black women's unique leadership contributions in social, political, private sector and public sector organizations. Particular attention is given to exploring the race, class, and gender dynamics which shape Black female leadership development as well as their leadership strategies. Commonalities and differences between Black women leaders will be analyzed through the application of womanist/ feminist, Africentric, and traditional management frameworks. **King. 4**

288—BLACK WOMEN IN AMERICA. This course examines the experiences of African-American women through interdisciplinary studies. Upon completion of this course, students will be familiar with the major contributions of African-American women in the Women's Movement, the Black Civil Rights Movement, and to the fields of Black Studies and Women's Studies. This course also introduces students to some major writers in the area of Black Feminist or Womanist Theory. **Johnson, King.4**

Communication

229—GENDER, RACE AND THE MEDIA. The course examines the historical constructions of gender and race in media portrayals, as well as the sociocultural implications of those constructions. Topics address issues of media access, coverage, representation and perspective conveyed in print, broadcast, advertising and film mediums. A goal of the course is to help students become aware of the influence perspective and access play in the construction of ideas and images. **Condray. 4**

Economics

273—WOMEN AND THE U.S. ECONOMY. This course is an advanced economics course focusing on women in the labor force. Recent trends in women's labor force participation, occupational segregation, and earnings are examined. Both Neo-classical and Radical theories are applied to these trends for possible explanation. Finally, numerous ways to intervene in the market on the part of government and private enterprises are studied to determine the most effective way to rectify observed market imperfections. Prerequisite: 201 or consent. **Bartlett. 4**

Education

229—WOMEN AND MINORITIES: THE EDUCATIONAL DILEMMA. Students will gain an understanding of how discrimination against women and minorities in the educational setting has been a source of many inequities in our society, both past and present. Paradoxically, women and minorities have made unique and important contributions to this system which has not always served them well. An analysis will be made of the contributions of these groups to all levels of education throughout our history. The course will also investigate the extent to which the institution of education has adapted to women and minorities and in turn been influenced by them in their various capacities as students, teachers, administrators, parents, and special interest groups. In addition to lectures and discussions, class activities will include field study, one or more field trips, role playing and simulation. Fulfills Minority Studies requirement. **Robertson. 4**

390—CRITICAL PEDAGOGY: GENDER, RACE, AND CLASS IN U.S. EDUCATION. Gender and race are central concerns throughout this course in its examination of current critical issues in US education. Readings are drawn from history, the social sciences, and philosophy. Particular attention is given to critical and feminist pedagogies. Among the issues discussed are bilingual programs, gender equity, and multicultural education. This course includes a two-hour commitment each week to service-learning in a social service agency. **Graves, Robertson.4**

English

225—WOMEN IN LITERATURE. Selected works by and about women and literature which explore women's traditional as well as changing roles and examine the many facets of women's unique position, experience, and perspective on the world. Our goal is a more accurate understanding of the behavior and experiences of men and women and the implications of sex and gender to our art and in our lives. In addition to exploring important literature of the past, we will be reading selections by recent authors because they constitute an important contemporary literary movement that has been especially creative and energetic in the last ten years. **Staff. 4**

245—LESBIAN LITERATURE. In Lesbian Literature we will deal entirely with the writings of lesbian and bisexual women. We will read the classics of the earlier twentieth century together, then through individual projects and visiting writers (if we can get them) we will make ourselves familiar with more recent and current works. Although the common reading list will include primarily fiction, poetry, and literary theory, individual students may choose to pursue other forms that lesbian and bisexual writings may take, such as plays, journals, autobiographies, letters or political writing. **Shaver. 4**

325—AFRICAN-AMERICAN WOMEN'S LITERATURE. This course focuses on the literary, cultural and oral traditions of 20th-century African-American women writers such as Toni Morrison, Alice Walker, Gloria Naylor, Toni Cade Bambara, Paule Marshall, Audre Lorde, Zora Neale Hurston, Rita Dove, Gwendolyn Brooks, Ntozake Shange and Lucille Clifton. Cross listed with Black Studies 335. **Staff. 4**

History

240—AMERICAN WOMEN'S HISTORY. This course surveys the history of women in the United States from 1870-1980. We will emphasize the experience of women of all races, classes, and sexual orientations – women who entered the paid labor force in increasing numbers by the turn of the century and non-wage earning women who performed work integral to the survival of their families. We will use political essays, popular culture, and literature to map out the multiple views of women's role in American society. In particular, how have the "traditional" view of women (keeper of home and family) and the "progressive" view of women (career-oriented and independent) conflicted, converged, and evolved over the past century? Cross listed with History 281. **Green. 4**

241—WOMEN IN MODERN EUROPE. This course surveys the history of women in Europe from 1700 to the present. Topics covered include women in revolutions, the effect of industrialization on women and the family, changing views of sexuality, women's rights movements and socialism, the female experience in world wars, women under fascism, and women in the welfare state. **Staff. 4**

Latin American and Caribbean Studies

305—THE GENDERING OF SELF AND CULTURE: WOMEN IN LATIN AMERICAN ARTS. This course will examine different forms of discourses by Latin American women writers, film makers, and artists from the 60s to the present. The focus will be the analysis and discussion of the different mediums used by Latin American women to question and critically examine their cultural tradition and society. **Llanos. 4**

Music

220—WOMEN IN WESTERN ART MUSIC. Though the extraordinary contributions of women in western art music have received insufficient critical attention, recent theoretical bio-bibliographical studies have sparked newly sophisticated and organized inquiries. An examination of this relatively new body of knowledge, and of music composed by women in the centuries spanning (approximately) the late Medieval and Modern Jazz eras will frame the main outline for this course. Our main focus will be on the music: women's criticism, creative writing and the import of their myriad social roles will be addressed, indeed problematized, but from a socio-musical perspective. **Zank. 4**

Philosophy

275—PHILOSOPHY OF FEMINISM. Feminism can radically challenge traditional ways of doing philosophy. In asking why women and women's experience seem to be missing from the tradition of philosophy, it implicitly questions philosophy's claim to objectivity, universality, and truth. Thus, feminist criticism probes some of the most fundamental philosophical assumptions about our

knowledge of and interaction with the world and other people. Are there philosophically significant differences between men and women? This course examines this and other questions, emphasizing contemporary feminist discussions of epistemology, ethics, and science. Satisfies General Education requirement in Minority/Women's Studies. Prerequisite: any 100-level course in Philosophy, one course in Women's Studies, or consent. **Fultner. 4**

Physical Education

320—WOMEN IN SPORT. This course is designed to give students a comprehensive look at women in sport: past, present and future. This course will examine and analyze the issues surrounding women and sport from historical, psychological, sociological, physiological, political and philosophical perspectives. Cross-listed with Physical Education. Offered one semester each year. **Lee. 4**

Political Science

Women's Studies 307—FEMINIST THEORY: GENDER JUSTICE. This course examines various ways of understanding gender by looking at a variety of feminist theories. Four different theories of feminism will be emphasized: liberal feminism, socialist feminism, radical feminism and postmodern feminism. Particular consideration will be given to issues raised by multiculturalism, women of color, womanist perspectives, queer theory, class concerns, and international feminist movements. Each theory will be examined to understand how it constructs notions of justice. The course will introduce students to a variety of theories to enable them both to recognize and use those theories in their research and social practice. Students will be encouraged to become reflective about their own theoretical stances and to consider how societies can move closer to justice for both women and men. Prerequisite: one Women's Studies course. **Buker. 4**

311—DEMOCRACY FOR ALL? RACE/ETHNICITY AND GENDER IN AMERICA. The course will examine different theories of a democratic system which have been proposed by American scholars who have responded to the issues raised by those concerned about the opportunity for women and minorities to participate as full citizens in the American system. The focus on current democratic theories will examine models of democratic institutions for nation state governance and for governance in daily life institutions such as the family, school, workplace, and local communities. Students will be encouraged to reflect on their own models of responsive and ethically responsible democratic practices. **Buker. 4**

317—WOMEN AND AMERICAN POLITICS. This course will begin an analysis of women and American politics by beginning with an examination of the women's movement from 1776 through contemporary political activity. The course will then turn to an examination of women's participation in governmental institutions especially in Congress and the Executive Branch. The third portion of the course will focus on women and public policy. **Buker. 4**

333—WOMEN AND POLITICAL LEADERSHIP. The course will involve the development of a theoretical model for leadership that explores political leadership as a vocation for citizens in the United States. The course will explore basic political questions about authority, the appropriate use of power, community building, ethics and responsibility for self and others. About one-third of the course will involve introducing students to the logic of empirical inquiry – especially qualitative methods – so that they can design a leadership project that will involve the empirical study of leaadership. Students will read biographies and autobiographies – many of them about or by women – to examine leadership in concrete situations, to develop their understanding of politics. The course will focus on women and political leadership. **Buker, Miller. 4**

Psychology

301—SEMINAR: PSYCHOLOGY OF THE EXPERIENCE OF BEING A GIRL/WOMAN. This course examines psychological research and theory. Topics include sex bias in psychological research, gender differences in personality and abilities, lifespan development, problems of adjustment and psychotherapy, women's health, female sexuality, and violence against women (rape and wife battering). **Rasnake. 4**

Religion

229—WOMEN AND WESTERN RELIGION. An introductory course analyzing the historical experiences of women within Western religion and contemporary trends in feminist theological thought. Although emphasis will vary, students will be asked to evaluate critical topics such as: how the Bible presents women, feminist reconstructions of Biblical texts, arguments that Christianity and Judaism are essentially sexist, feminist Christian and Jewish theological reconstructions and contemporary Western Goddess spirituality. **Novak. 4**

Sociology/Anthropology

210—SEXUAL INEQUALITY. This course compares and evaluates a variety of theories which attempt to explain the origins, persistence and effects of sexual inequality in American society. In particular, it explores a number of settings: the family, the work place, the political arena, religious activity, violence against women, and face-to-face interactional contexts. Special attention is given to the ways in which race/ethnicity, class and sexual orientation shape gender experiences. Although its primary focus is American society, the course compares problems of sexual inequality in American society with other, quite different, societies in order to gain a comparative understanding of how discrimination, prejudice, and structural inequality, wherever they are found, create special problems for women. Throughout, the focus is on learning to use structural, historical, and theoretical information as guides to understanding social change and the choices facing women and men. This course satisfies the Minority/Women's Studies requirement and has no prerequisite. **Tuominen, Diduk, Tavakolian. 4**

313—FAMILIES, SEXUALITY AND THE STATE. In this course we analyze historical and contemporary patterns of family/kinship organization and the relationship of families to broader political and economic structures. We explore families and kinship from a cross-cultural perspective, as well as examining the ways in which race/ethnicity, economic status and sexuality shape family/kinship structures in the contemporary U.S. We explore specific issues including women's paid and unpaid labor in families; families and welfare state policies; power and violence in families; changing family and kinship structures; ideologies of motherhood; birthing and reproductive technologies; and the impact of family structures and gender ideologies on women's political activism. These case studies will be analyzed in the context of anthropological and sociological theories of families, kinship and gender relations, including feminist theories of the social construction of gender. This course satisfies the Minority/Women's Studies requirement. Prerequisite: 100 or consent. **Tuominen. 4**

315—WORK AND SOCIETY. In this seminar we analyze historical and contemporary patterns of the organization of work. Using theoretical and ethnographic perspectives we analyze the work historically undertaken by members in various cultures and the relationship of work to broader political and economic institutions and processes. We analyze gender, racial/ethnic and class relations and how these shape work in the U.S., as well as cross-culturally. Prerequisite: 100 or consent. **Tuominen. 4**

321—GENDER AND CHANGE IN CROSS-CULTURAL PERSPECTIVE. Our foci in this course will be on the diverse ways in which rural women in emerging nations conceptualize and utilize landscape and resources, and on the effects of material changes in natural and social environments on the quality of gender relations, social life, and community organization. The course will also look comparatively, but more briefly, at the experiences of women migrants and urban workers. We will consider the formulation and implementation of goals for economic and social change, such as sustainable agricultural development, and rural cottage industries, that may contribute to material well-being without damaging the natural environment, and we will examine how cross-cultural alternatives to Western conceptions of gender and ecology may serve as a basis for prospective changes within our own society. This course satisfies the Non-western Studies Requirement. Prerequisite: S/A 100 or consent. **Ranchod-Nilsson, Tavakolian, Diduk. 4**

Special Courses and Opportunities

Interdepartmental Courses

Course Offerings

INTERDEPARTMENTAL 392—ETHICAL DECISIONS IN MEDICINE. Staffed by faculty in the religion department, this course is designed to expose students to various topics in medicine and biology posing ethical problems. Basic modes of ethical reasoning are applied to case studies in the following areas: genetic screening and counseling, distribution and availability of health care resources, informed consent in treatment and human experimentation, behavior modification, patient-physician relationships, and death and dying. Offered each spring semester. **Novak. 4**

The Comprehensive

The completion of a major shall normally include some experience designed to encourage the student to confront, in a substantial manner, the broad range of learning within his or her field.

Academic departments may require majors to participate in this experience. The means of evaluation of this experience shall be at the discretion of the department.

Off-Campus Study Programs

One of the benefits of a liberal arts education is the freedom to explore various disciplines, to experiment with new ideas and to pursue opportunities for broadening one's horizons. Off-campus study is an opportunity to extend one's educational program beyond the Granville campus, with programs available in the United States and in foreign countries.

Eligibility

Mature, second-semester sophomores and juniors with a cumulative grade point average of 2.5 who have completed a year of study at Denison may apply to participate in off-campus study programs. (First semester seniors may petition to have the residency requirements waived.) Students may apply *only* to programs endorsed by Denison. Students who withdraw to attend off-campus study programs not endorsed by Denison, or who go on a program without the approval of Denison will not have their course credits transferred to Denison.

Domestic Programs

Many students prepare for future careers, explore social problems, or do significant research through programs offered in the United States, such as the New York program in the arts and the semester in Philadelphia. Students with research interests may join scientists at Oak Ridge, Tennessee, in important projects in mathematics, sciences, technology, computers, and social sciences. A seminar in the humanities is available at the Newberry Library in Chicago. The Washington Semester introduces students to source materials and government institutions in Washington, D.C. Denison is a member of the Marine Sciences Education Consortium (MSEC) which provides a formal curriculum in the marine sciences, including supervised research, at the Duke University Marine Laboratory, Beaufort, North Carolina.

Overseas Programs

The world is changing so rapidly that today's Denison students will spend most of their working lives in a universe very different from the one in which they went to high school and college. Students may wish to study abroad to:

1. probe areas of future consequence;
2. improve their language skills and immerse themselves in another culture;
3. learn more about how other countries conduct business or run government, deliver social services or express themselves in art and architecture.

Most programs offer a rich variety of courses, but some specialize in science, art and literature, economics, political science, or comparative urban study. The options available to Denison students are numerous and provide a broad range of geographic locations and academic curriculum from which to choose. Following are *some examples* of programs available:

GLCA-Approved Programs

Denison requires that students apply to programs with a strong academic base. One such set of programs is approved by the Great Lakes Colleges Association (GLCA), a consortium of colleges much like Denison (excellent, small liberal arts colleges such as Oberlin, Kenyon, Earlham, etc.).

The advantages of a GLCA-approved program include the following:

1. presence of a faculty representative on the Denison campus, enabling students to plan a program directly with a faculty member.
2. quality control, so that students are assured of the soundness of the program in all its dimensions.
3. ease of financial transactions between the participating schools.

Other Approved Programs

Institute for the International Education of Students (IES) — IES sponsors programs in Europe and East Asia. One advantage in applying to an IES program is that Denison, as an affiliate of IES, has several spaces reserved for Denison students as long as they qualify for a particular program.

The Black College Program — Denison offers a program, usually for one semester, with Black colleges and universities such as Howard University, Morehouse College, Spelman College and other historically Black institutions. Any Denison student may apply for this program which offers transferable credits in excellent pre-professional programs and an easily arranged financial exchange. This program offers another cultural experience within American society.

Germany Justus-Liebig-Universität Exchange Program — The Department of Modern Languages offers an exchange program which gives students studying German language and culture the opportunity to spend a full year in Giessen. Of double benefit to the Denison community, this exchange agreement also brings German students studying American Studies to the Denison campus.

The School for Field Studies — See Biology Department entry.

Denison in Mexico, offered by Denison's Latin American Studies faculty, is a six-week summer program, carrying seven Denison credits, which provides students with intensive language study and a seminar in Latin American culture. Students may choose a rural studies option designed for those who are interested in studying traditional Mexican rural life.

Procedures

Students interested in exploring options should come to the Office of Off-Campus Study, Room 114, Ebaugh Labs. Application forms, policies, and procedures, and a complete bank of files of endorsed programs are available. Student advisers and the coordinator are available to help. Except for certain international students, financial aid is available for students participating in Denison's approved programs. There are faculty liaisons for many programs, and students are required to work closely with their faculty advisers in determining appropriate programs. Students must obtain the written approval of the adviser in their major, as well as approval from the Office of Off-Campus Study, in order to participate in an off-campus study program. The number of students who may study off campus in a given year is limited to 10% of the student body.

Pre-Professional Programs

Denison's commitment to the liberal arts, the strength of our pre-professional advising, and the success of our graduates have made Denison well-known by professional schools ranging from medicine and business to law and engineering. Denison has maintained advising services and has joined cooperative educational programs which can be of great help to you. Whether you earn a bachelor's degree at Denison and then go on to a professional school or combine three years of study here with several at another university, a Denison education and our advising programs can contribute significantly to the attainment of your professional goals.

Advising System

The director of the Career Development Center, along with individual faculty members, provides strong and knowledgeable advising services. They will work with you in group and individual meetings from the time you express an initial interest in, for example, attending law school, through the time you apply for admission to professional school. An important part of this advising involves helping you to prepare for qualifying tests and assisting in the arrangement of internships. At your request, a detailed file of your resume and recommendations will be developed. Denison has earned the respect of deans of professional and graduate schools through lengthy representation in the Central Association of Advisors for the Health Professions and the Midwest Association of Prelaw Advisors.

Medicine, Dentistry and Veterinary Science

Medical, dental and veterinary school admissions decisions are based on performance on nationally-sponsored admissions tests (Medical College Admissions Test, Dental Admission Test, Veterinary College Admissions Test) and on academic achievement in both science and non-science courses. Students

whose test and grade profiles are strong enjoy a high rate of acceptance by medical, dental and veterinary schools in their state of residence and by selective schools throughout the country.

Most of our undergraduates who are considering the health professions bolster their preparations and gain an overview of several related fields by taking an internship in a hospital or clinical setting.

In 1984, Denison established a "3-4" program with Case Western Reserve Dental School. Students may apply to Case Dental School when they apply to Denison. Then, if the student performs satisfactorily in both liberal arts and in science courses, he/she will receive official acceptance to the Case Dental School. Following three years of study at Denison, the student moves directly into dental school. Students will receive a bachelor's degree from Denison and a Doctor of Dental Surgery from Case. Biology Professor Philip Stukus has more information on this joint program.

Law

Denison graduates are successful in gaining admission to law schools across the country. Students' performance on the Law School Admission Test and their academic records are the major determining factors in the admissions decision. Our records list over 75 institutions where Denisonians have recently studied law.

Because of Denison's traditional strength in preparing students who do well in law, representatives from a number of schools regularly visit the campus for Career Days and interviews. In addition, panels and programs featuring practicing attorneys and internships in legal settings help students make realistic career decisions.

Business

A broad-based undergraduate program in the liberal arts is one of the most satisfactory preparations for graduate study in business administration and management, and large numbers of Denison graduates continue their studies in M.B.A. and M.M. programs across the country. Although the current national trend is to encourage students to work several years between their undergraduate and M.B.A. programs, Denison students get pre-M.B.A. advice and are advised to take the Graduate Management Admissions Test before graduating.

Engineering

With a long-standing tradition of strength in science and pre-engineering, Denison offers two plans to prepare for an engineering career. In the first, you receive a bachelor's degree after four years at Denison with a major in natural sciences or mathematical sciences, followed by two years of graduate work at another institution leading to a master's degree in engineering. Graduate schools at numerous universities have accepted Denison students and visit the campus regularly.

The second plan is a "three-two" program in which you study three years at Denison and two at an affiliated engineering school and receive two bachelor's degrees. Denison is affiliated in such binary programs with Rensselaer Polytechnic Institute, Washington University (St. Louis), Case Western Reserve University, and Columbia University. Students interested in these plans should

contact Dr. Wesley Walter, Denison's engineering liaison officer, in care of the Denison Physics Department, at their earliest opportunity.

Environmental Management and Forestry

Denison offers a cooperative program with Duke University in the areas of Environmental Management and Forestry. You can earn the bachelor's degree from Denison and the master's in either Environmental Management or Forestry from Duke after spending three years at Denison and two years at Duke's School of the Environment. The major program emphases at Duke are resource economics and policy, water and air resources, forest resource management, resource ecology and ecotoxicology and environmental chemistry. An undergraduate major at Denison in natural or social science or pre-professional emphasis in business or engineering is good preparation for the Duke programs, but any undergraduate concentration will be considered for admission. If you are interested in this program, however, you should take at least one year each in biology, mathematical sciences, and economics at Denison. Biology Professor Juliana Mulroy has more information on both this program andthe following one in natural resources.

Natural Resources

Since the 1979-80 academic year, Denison has had a cooperative program with the School of Natural Resources at the University of Michigan to provide training for careers in the management and study of renewable natural resources. You attend Denison for three years and transfer to Michigan for two additional years. At the end of your first year at Michigan, you can receive your Denison bachelor's degree. Upon completion of Michigan's graduation requirements, a bachelor's degree in either forestry or natural resources is awarded.

Medical Technology

Denison offers the basic courses needed to enter a professional program in medical technology. The Career Development Center staff can help you make arrangements to take part in certified programs, such as the one at the Rochester General Hospital. Normally, you enter the professional program at the end of your junior year. After successfully completing the training program at the cooperative university or hospital, you will receive a Denison bachelor's degree and be eligible for the registry examination given by the American Society of Clinical Pathologists. Contact Biology Professor Philip Stukus for more information.

Occupational Therapy

Denison offers a "3-2" program in cooperation with Washington University (St. Louis). For students with equivalent admission criteria, those who satisfactorily complete Denison's three-year Pre-Occupational Therapy prerequisite courses and receive three favorable recommendations including the faculty adviser's, will be given preferred consideration over the non 3-2 student for admission to the master's degree program.

Denison students who meet prerequisites may also apply on a competitive basis to other schools of Occupational Therapy. Students interested in Occupational Therapy and/or either of the above programs should contact program adviser: Dr. Sam Thios in care of the Psychology Department.

Summer Research Opportunities for Students

YOUNG SCHOLAR AWARDS support either independent research under Denison faculty supervision or collaborative research with Denison faculty. Freshmen, sophomores and juniors in all disciplines (and self-designed majors) are eligible. Applicants from the Humanities, Arts and Social Sciences are given special consideration.

ANDERSON RESEARCH ASSISTANTSHIPS support summer science research with a Denison faculty member. Sophomores and juniors majoring in biology, chemistry, physics, math computer science, geology or psychology are eligible, though applicants with junior standing are usually given highest priority.

COSEN (CAROLINAS OHIO SCIENCE EDUCATION NETWORK) involves collaborative summer research with a faculty member from a COSEN institution (Davidson, Denison, Duke, Furman, Kenyon, Oberlin, Ohio Wesleyan, Wooster). The COSEN Field Research Program provides opportunities to work with students and faculty from COSEN institutions at unique sites, such as Duke Marine Laboratory and tropical sites in Costa Rica. Juniors wishing to do research away from the home institution are preferred candidates.

DURF (DENISON UNIVERSITY RESEARCH FOUNDATION) supports students who do collaborative research with Denison faculty. Denison faculty may apply for DURF funds to support a Denison student assistant for the summer. Any qualified Denison student is eligible.

BATTELLE SCIENCE INTERNSHIPS support science students in summer research either on campus or at another location. Recipients are chosen by science faculty.

WOODYARD SCHOLAR AWARDS support either independent or collaborative research under Denison faculty supervision. These awards support and encourage projects in the area of "Religion and Civic Responsibility." Students from all academic disciplines are invited to apply. Normally, the faculty adviser will be a member of the Department of Religion.

Student research may also be supported by outside grants received by faculty in various departments. Inquiries about any of the summer grants may be made to the Associate Provost.

May Term

May Term is an optional program providing students with attractive opportunities for exploring careers. Housed in the Career Development Center, May Term offers almost 300 internship sites around the country in a broad array of careers: business, education, government, law, medicine, science, non-profit and communication. Students may apply for these sites or may independently arrange internships in areas of career interest and geographical preference. Internships are for a minimum of three weeks beginning in May. Some can be extended into or through the summer. Periodically, a travel seminar may be arranged by faculty during May Term.

While neither credit nor grades are awarded, successfully completed internships and travel-study experiences are noted on the academic transcript. Employers, as well as graduate and professional schools, agree on the importance of this supplement to the on-campus experience.

Admissions, Costs and Financial Aid

Denison is committed to enrolling a well-rounded student body of high intellectual quality and to providing an environment that supports and promotes personal growth and academic achievement. The University values highly its faculty and academic programs and its students who have come to learn and contribute.

Secondary School Preparation

Because a Denison academic education is a blend of electives, General Education core courses and departmental requirements, a broad in-depth secondary school preparation is highly desirable. The University strongly recommends that, by the time you graduate from secondary school, you complete four years of English; three years each of mathematics, science and social studies; and three years of foreign language (at least two of which should be in the same language).

The Admissions Committee takes particular note of Advanced Placement, Honors, or enriched courses taken in your junior and senior years.

Admission Criteria

The quality of your academic performance, your grade-point average, and test results from the SAT or ACT are the most important factors considered by the Admissions Committee. Your admissions essay, as well as written statements from your college adviser and an academic teacher, give us a greater understanding of your personal characteristics and motivation. Important also is the quality, rather than the quantity, of your extracurricular accomplishments, whether school, community or job-related.

Application Process

All students requesting admissions information will receive the Viewbook and an application. You may submit a first-year application any time between September 1 and February 1 of your senior year. A fee of $35 must accompany your application. Denison also accepts the Common Application, which may be available in your school's guidance office, as well as a hard copy of Apply, CollegeLink, College Edge or Peterson's Universal (computer-generated applications). You may also visit our Web site, www.denison.edu, for application materials.

Early Decision Admission

If after having carefully researched your college needs, you decide that Denison is your first-choice college, you are encouraged to apply by means of the Early Decision Plan.

Candidates for Early Decision may apply any time up to January 1. You, your parents and guidance counselor must sign and submit the Early Decision Agreement Form enclosed with the application. Applications will be evaluated by the Admissions Committee as soon as they are complete. Notification of either acceptance or deferral for further consideration will be made on a rolling basis.

Admitted students must accept our offer of admission and pay a non-refundable deposit within two weeks to confirm their places in the entering first-year class. If you are a candidate for financial assistance, you need not reply to our offer of admission until two weeks after you have received your financial aid award. Deferred candidates will be reconsidered along with the regular applicant group in the spring.

Guidelines for Regular Admission

Candidates for Regular Admission should apply no later than February 1 and present a consistent record of academic accomplishment. Final notification of our admission decisions for completed applications will be made on a rolling basis from mid-February until late March, and admitted students must respond to our offer by May 1. Matriculating first-year and transfer students are required to pay an advance deposit by the date specified in their letters of acceptance. Any student withdrawing after the specified deadline forfeits the deposit.

Campus Visit and Interview

As you go through your college selection process, you will discover the value of a campus visit and interview. When you visit Denison, plan to spend three hours: approximately 45 minutes for an interview, one hour for a student-conducted campus tour, and another hour to visit a class of your choosing.

The Admissions Office, located in Beth Eden House next to Swasey Chapel, schedules interviews from 8:30 to 11:30 a.m. and 1:30 to 3:30 p.m. on weekdays, and on Saturday mornings from 8:30 to 11:30 a.m., from September through April.

Because our Admissions staff travels extensively, we annually select and train a small group of outstanding Denison seniors to assist in interviewing candidates. You are likely to meet with one of these Senior Interviewers if you visit campus. Senior Interviewers share with our regular Admissions staff the responsibility for describing the University to you and appraising your candidacy for admission.

You are encouraged to write or, better yet, telephone a week or more in advance of your visit so that we may assist you in planning your time on campus.

Overnight Accommodations on Campus

If you would like overnight accommodations with a student host in one of the University residence halls, please write or call the Admissions Office at least two weeks in advance of your visit. Overnight stays can be arranged Sunday through Thursday during the academic year. In consideration of your host's academic and personal schedule, we ask that you limit your stay to one evening.

If you have a friend currently at Denison, you are encouraged to make your own arrangements.

Granville's Location

Granville is located 27 miles east of Columbus and is easily accessible from Interstates 70 and 71. Port Columbus International Airport is served by major airlines, and rental cars are available at the airport.

Alumni Interviews

Denison Alumni Recruiting Team (DART) and Denison Overseas Alumni Network (DOAN) members in many metropolitan areas across the country and overseas can serve as resource persons and can also interview you if you are unable to visit the campus. The report of your interview with a Denison graduate will become a part of your admissions file. For local Denison alumni assistance or an interview, please call or write:

DART Coordinator
Admissions Office
Denison University, Box H
Granville, Ohio 43023
1-800-DENISON

Early Admission Program

Denison welcomes applications from mature, highly qualified students who intend to graduate from secondary school after three years. A campus interview is required for Early Admission candidates.

Deferred First-Year Student Matriculation

You have the option, upon being accepted at Denison, to defer your entrance for up to a year, provided you present an appropriate rationale for doing so and do not enroll as a full-time student at another college or secondary school in the interim.

You must submit by May 1 of the year for which you have been admitted the nonrefundable advance deposit required of enrolling first-year students, together with your written request for deferment of your matriculation. If your request is approved by the Admissions Committee, you must reconfirm your intention to enroll, in writing, by March 1 of the following year. If you fail to matriculate to Denison, your deposit will be forfeited to the University.

Transfer Admission

Denison welcomes applications from transfer students, including graduates of two-year or community colleges. Candidates may apply for entrance in either the fall or spring semester. Candidates for fall entrance should submit their applications by May 15. The deadline for second semester applications is December 1.

If you are admitted as a transfer student, you must complete at least 60 semester-hours of credit as a full-time student at Denison to be eligible for a degree.

For further information on Denison's transfer program, please call our Admissions toll-free number, 1-800-DENISON, or write:

Transfer Coordinator
Admissions Office
Denison University, Box H
Granville, Ohio 43023

Denison's Admissions Office

For any additional information on admissions, call or write:

Admissions Office
Denison University, Box H
Granville, Ohio 43023
740/587-6276 or 1-800-DENISON
e-mail address: Admissions@denison.edu
Home Page: http://www.denison.edu

Annual Costs

	Actual 1998-1999
Tuition	$20,080
Activity fee	740
Student Health Fee	240
Board (Plans A, B. or C)	2,510
Room (multiple-single-apartment-suite-privacy suite)	3,080-3,890-3,890-3,430-3,890

Each student on full tuition pays less than his or her actual educational expenses. Gifts from alumni, parents, and friends supplement endowment and other income to enable the University to meet this difference. Denison and similar colleges and universities' ability to mitigate the amount of additional charges while maintaining quality is clearly dependent upon the increasingly generous support of alumni, parents of present students, and other friends.

The costs listed above represent actual charges for 1998-1999. Costs for 1999-2000 will be announced in March, 1999.

The University reserves the right to make changes in costs at the beginning of any semester by publication of the new rates for tuition, activity fee and student health fee three months in advance, and for board and room one month in advance of their effective date. Changes in other fees, charges, or policies may be made by announcement one month in advance of the effective date of the change.

Tuition

For 1998-1999, the $20,080 annual tuition permits a student to take a maximum of 18 hours each semester. An additional charge of $630 (1998-1999) is made for each registered hour in excess of 18 hours. All excess hours charges are billed by the Cashier's Office. A part-time student (8 hours per semester or fewer) is charged $630 for each semester hour of credit.

Activity Fee

In 1998-1999, the $740 activity fee provides basic support to the College Union and the Denison Campus Government Association (student government at Denison) and student organizations DCGA sponsors. It also enables through partial support the offering of student programs such as concerts, plays, guest lectures, other activities of a social and recreational nature, and athletics. Payment of this fee entitles a student to receive the campus weekly newspaper and the literary magazine.

Student Health Fee

In 1998-1999, the $240 student health fee provides basic support to the Student Health Service. This fee covers general operating expenses. Fees for inpatient care ($85/day), medicine, laboratory tests and procedures, office surgery and medical equipment will be charged to the student.

A group accident and sickness insurance plan is also available to students. The Cashier mails details of this plan to students in the summer.

Board

Meals are served in the college dining halls throughout the academic year except during vacations. The 1998-99 charge is $2,510 for Board Plans A (unlimited dining hall access), B or C (combination of dining hall meals and "flex" dollars to be used in any of Denison's dining facilities).

Room Rent

Housing options and pricing for 1998-1999 are: multiple room — $3,080; suite — $3,430; single room, apartment or privacy suite — $3,890. In addition, students will be charged for any damage to the room and its contents beyond ordinary wear.

Other Fees

Auditing Classes

This privilege may be granted to any student. A regularly enrolled full-time student may be permitted to audit one course each semester without additional fee and without academic credit. In all other cases, an auditor pays a sum equal to one-half the tuition rate paid by a part-time student ($315 per registered hour for 1998-1999).

Off-Campus Programs

For 1998-1999, an administrative fee of $325 per semester is charged to each student participating in an off-campus program.

Books and Supplies

Bookstore purchases may be paid by cash or check, Visa, Mastercard, American Express or Discover Card, or through a Denison University "Big Red Card" deposit account. (Information on the Big Red Card will be sent to all students prior to the start of each semester.)

Department of Music Fees

Music fees are required of a student taking private lessons in Applied Music. A surcharge in 1998-1999 of $245 per half-hour (1 credit) or $490 per hour (2 credits) of instruction per semester, including the necessary practice time, is assessed for applied music lessons. The surcharge is waived for music majors. The fee for the required hours of private music lessons for the BFA program in Theatre will be waived.

Any student paying regular tuition may attend classes (not private lessons) in voice or instrumental music without extra charge.

Department of Theatre and Cinema Fees

The following fees apply for 1998-1999:
Advanced Cinema Production Lab Fee $130
Elementary Cinema Production Materials Fee $ 100

Special Fees

A materials fee, currently $40 per semester, is charged for courses such as ceramics, sculpture, printmaking, drawing and life drawing, and photography where the student becomes the owner of tangible items created. This is subject to change from semester to semester.

Some fine arts studio courses and science lab courses may have additional expenses.

Special fees for certain activities not normally included in the curriculum, such as horseback riding, skiing, etc., are charged to participating students.

Enrollment Deposit

A $300 enrollment deposit is required of all students prior to enrollment at Denison. It is due each year by May 1 for first-year students. This deposit is held during the full term of a student's enrollment. Upon withdrawal or graduation from Denison, the deposit is first applied to any outstanding balance on the student's account, and the remainder is refunded. The deposit is forfeited if a student withdraws after April 1 (May 1 for freshmen and transfer students) for the ensuing fall semester or after November 1 for the ensuing spring semester.

Payment of Bills

All bills are payable in the Cashier's Office. To help develop a sense of responsibility and a greater appreciation of the educational opportunity, the University has a policy of collecting bills from the student rather than from his or her parents. The student, however, may request that all bills be sent to another party for payment as described later in this section.

Semester Bills and Late Payments

Semester bills are due August 15 for the first semester and December 15 for the second semester but may be paid in advance. Semester bills not paid by the due date are subject to a late payment fee of 1 percent per month or any portion thereof on the unpaid balance until the bill is paid in full. Registration for a semester is *not permitted* unless all fees are paid in accordance with the terms of the payment plan selected (See Payment Plans, page 194). These bills are mailed in July and November to the student's billing address.

Advanced Course and Housing Registration

The University conducts advanced course registration each semester for the ensuing semester's work, and housing registration each spring for the following academic year.

All fees must be paid to permit advanced course and housing registration.

Miscellaneous Bills

Invoices for miscellaneous items such as lost keys, identification cards, residence hall damages, medication/service, etc., are issued by the department authorizing the bill with a copy mailed to the student at his/her Slayter Box and a carbon copy sent to the Cashier's Office. All charges (except as noted below) are included on the comprehensive billing statement which is mailed to the

permanent billing address. Confidential health center services are added to the account only if not paid within 10 days. Unpaid library and Auto Court fines are also periodically added to the billing statement.

The University reserves the right to notify parents when scheduled payments are not met by the student. Students may want all bills, both semester and miscellaneous, sent to one particular address. This can be accomplished by notifying the Cashier's Office, in writing, of the name and address to be used for billing purposes. This notification must be signed by the student. On request, a receipted bill is issued when the statement is returned. All remittances to the Cashier sent by campus mail should be addressed to Doane Box 200 or Slayter Box 216.

A student is ineligible to attend classes unless his or her bills are paid when due. A student is denied an honorable separation, an official record of credits, or a diploma until all University bills are paid in full.

Refunds on student accounts having a credit balance are made only if the balance is $25 or greater. Credit balances of less than $25 remain on the student's account to be applied to future charges or refunded at the end of the academic year or upon withdrawal as applicable.

The University accepts student checks for payment of bills; however, a $10 charge is assessed on all checks returned by the banks for insufficient funds. The University does *not* provide check cashing privileges for students at the Cashier's Office. Numerous banking and savings institutions are available in Granville which offer a variety of checking and savings plans. It is recommended that students establish an account with a local financial institution to facilitate their bill paying and cash needs.

Payment Plans

Several monthly payment plans are available to parents of Denison students. Long-term loans are also available. These plans may provide insurance for continued payment of educational expenses in case of death of the insured parent. Details of these plans are sent to students in the spring each year for the following year of enrollment.

Late Registration

Students failing to complete all registration matters by the final deadline of the tenth class date of the term and/or failing to respond properly to University official's notices regarding the problem shall be withdrawn from all preregistered courses. Such withdrawal shall carry with it financial forfeitures in accordance with the refund schedules outlined on page 195. Appeal of this action shall be to the Registrar's Advisory Committee and, if upheld, will normally carry a minimum penalty of $50 and other disciplinary sanctions as deemed appropriate.

Refund or Forfeiture of Tuition, Activity Fee, Student Health Fee and Room and Board

Withdrawal from the University at any time is official only upon written notice to the Vice President for Student Affairs. A request to the Registrar for a transcript of credits shall neither be considered a notice of withdrawal from the University nor a cancellation of a Room and/or Board reservation.

In the event of an official withdrawal after the first day of classes, a student may receive a partial refund. The refund is calculated based upon the student's status as either a "continuing student" or a "first time student." A continuing student is any student who has previously attended Denison during at least one semester. A first time student is any new or transer student in his or her first semester at Denison. Upon official withdrawal or suspension, any adjustments to the account are automatically made in accordance with University policy and a refund check or bill will be sent as needed. Please contact the Cashier's Office with questions regarding the amount of refund or forfeiture of charges. For questions regarding adjustments to financial aid, please contact the Financial Aid Office.

A student will receive a refund of tuition, activity fee and student health fee as follows, based upon withdrawal before the end of the respective full week of classes:

	Continuing Student		First Time Student
	Normal Withdrawal	Medical Withdrawal	
1st day of classes	100%	100%	100%
1st week	90%	90%	90%
2nd week	90%	90%	90%
3rd week	50%	70%	80%
4th week	50%	60%	70%
5th week	25%	50%	60%
6th week	25%	40%	60%
7th week	25%	30%	50%
8th week	25%	25%	40%
9th week	0%	10%	40%

No refunds are granted after the 8th week (9th week for medical withdrawal) for continuing students and after the 9th week for first time students. In the event of withdrawal of a continuing student because of dismissal, the medical withdrawal schedule will apply. First time students will be refunded on the schedule above regardless of the reason for withdrawal.

A pro rata refund of the room and board charge will be made following official withdrawal or dismissal from Denison as of the date the student vacates University premises and discontinues use of University facilities and services. The Office of Student Affairs will determine this date.

Other Conditions

If a student withdraws after the withdrawal deadline and before the first day of classes because of illness or other approved extenuating circumstance, the enrollment deposit may be temporarily held. (Extenuating circumstances must be approved in advance by the Office of Student Affairs or Admissions, whichever is appropriate.) Additionally, the student cannot attend another college and must plan to register for a subsequent semester. If the student does not register during the following two semesters, the deposit is forfeited. The withdrawal deadline is April 1 for the ensuing Fall semester and November 1 for the ensuing Spring semester for continuing students. For entering first-year or transfer students, the deadline is May 1.

The excess hours fee, fees for applied music lessons, or other course fees are not refunded after the fourth week in the case of a student withdrawing for any reason from a course or from the University.

Motor Vehicle Policy

All students are required to register any vehicle present on the Denison campus. A Denison registration sticker is not only a parking permit, but is required for roadway use of a motor vehicle.

Safety Glasses Requirement

In accordance with the provisions of the state law (i.e. amended Sections 3313.643, 3743.52 and 3743.99 of the Revised Code of the State of Ohio file No. 225, effective June 22, 1972):

All students enrolled in specified laboratory and studio courses in Art, Biology, Chemistry, Geology, Physical Education, Physics, and Theater and Cinema MUST wear "industrial quality eye protective devices at all times while participating or observing..." any of the laboratory or studio work.

The Ohio law (a copy of which is on file in the departments named above) is written in such a way that "industrial quality eye protective devices" means devices meeting the standards of the American National Standard Practice for Occupational and Educational Eye and Face Protection (Z87.1-1968) approved by the American National Standards Institute Inc., and subsequent revisions thereof, provided such revisions are approved and adopted by the State of Ohio Industrial Commission. In particular, the law specifies that "all impact resistant lenses must be capable of withstanding an impact test in which a five-eighths inch steel ball weighing approximately fifty-six hundredths of an ounce is dropped from a height of fifty inches upon the horizontal upper surface of the lens in the manner prescribed under the code of federal regulations, Title 21, Section 3.84."

Please note that eyeglasses normally supplied by your optician, optometrist, or ophthalmologist may be specified to be "impact resistant" and still not meet the precise specifications of the Ohio law, as quoted above.

Accordingly, students enrolled in the above departmental courses and who do not ordinarily wear glasses will — without exception — be required to purchase a pair of safety glasses meeting the above specifications. Such glasses will ordinarily be available in the Denison Bookstore, but may be purchased elsewhere. Students who already wear prescription lenses (either contact or otherwise) will also be required to wear safety glasses when in the laboratory, studio or work areas. These may be of a variety which cover their ordinary

glasses or they may be a pair prepared according to the student's prescription and meeting the safety standards. The University has arrangements with a local supplier to furnish both kinds at prices which are both fair and competitive.

Breakage Fees

Although a record is kept of all breakage of glassware and equipment, students are not ordinarily charged for breakage amounting to less than $5 per laboratory course per semester. However, when the breakage in any one laboratory-semester is $5 or more, students will be billed directly by the Cashier's Office for the total amount of all breakage, including the first $5.

Additionally, students who fail to check out of a laboratory properly (either when dropping a course during a semester or at the regular check-out time at the end of a semester) will be charged a fee of $25, plus billing for all breakage, regardless of the amount. The policy on breakage fees applies to all lab courses in Chemistry, including directed studies, senior research, individual work for honors, and courses in physical education.

Financial Aid Information

Denison is strongly committed to enrolling highly-qualified students, regardless of their financial means. Since qualified, committed and involved students are the lifeblood of our university, we regard each one as an invaluable asset to Denison.

This year, Denison students are receiving over $25 million in financial assistance from various sources. More than $18 million is awarded from Denison funds.

If you have any doubts about your family's ability to pay for a Denison education without help, don't hesitate. Apply for financial aid. Your request does not affect the decision of the Admissions Committee in any way, and we at the Financial Aid Office welcome the opportunity to help you and your family in planning for college.

Applying for Financial Aid

To apply for help in meeting the cost of a Denison education, pick up a Free Application for Federal Student Aid (FAFSA) at your school's guidance office in December of your senior year. As early as possible (but after January 1), you and your parents should complete all pages of the forms and mail them to the Federal Processor with instructions to forward a copy to Denison. Denison also requires that you apply to your state scholarship program if awards offered may be used at an Ohio institution. (In some states, you must use a separate form to apply for these grants. Ask your guidance counselor.)

Special application procedures are available for Early Decision admission applicants who need a financial aid decision before April. Information explaining this procedure is available from our Admissions Office.

The information you submit on the FAFSA will be analyzed by the Federal Processor to determine the contribution you and your family can make toward the cost of a year's education. The family contribution is based on a formula called "Federal Methodology" which assesses such factors as taxable and non-

taxable income, family size, asset strength, and number of family members in college.

After the Federal Processor computes your family contribution, it will send this information electronically to Denison and any other colleges you designate within two to three weeks after you file the FAFSA.

Our Financial Aid counselors will carefully review the information you submitted on the FAFSA. We may request additional information from you directly and if you enroll we will request a copy of your and your parent(s)' prior year federal tax return.

Your federal need is computed by comparing the total cost of attending Denison for one year (tuition, fees, room and board, books and personal expenses) with the federal contribution calculated from your FAFSA. The difference is your federal financial need.

If you meet our admissions standards, we want you to have a realistic opportunity to enroll here. When we make an offer of financial assistance, we offer funds from federal, state, and institutional sources to help meet your federal need. In cases of very high federal need, Denison University is unable to meet 100% of this need. When funding is insufficient to meet the needs of all candidates, those with the strongest admissions credentials will receive priority.

Types of Financial Aid

Financial aid awards normally consist of a "package" designed to meet your financial need. Depending on the amount of your determined need, your package will usually consist of three components — employment on campus, a loan, and grants. Loans and employment are referred to as self-help. You are not obligated to accept the loan or work award. Grants and loans will be deducted on your college bill. Campus employment cannot be deducted in advance because it must be earned.

The exact formula which will be used in putting together your financial aid package is determined by Denison's Student Enrollment and Retention Committee (a group of administrators, faculty members, and students who formulate policies in this area). Packaging procedures are subject to annual review and revision.

Campus Employment

Students who have been offered employment as part of their financial aid package receive preference in obtaining jobs on campus. Employment is available in the library, residence halls, computer center, Slayter Union, academic departments, administrative offices, physical plant, and the food service operation. Denison participates in the Federal College Work Study Program. The money you earn through campus employment is generally used for your own personal expenses and for some second semester charges. Employment opportunities are listed with the Financial Aid Office, located on the third floor of Beth Eden House.

Loans

Your financial aid award may contain either a Perkins Loan or a Federal Direct Student Loan. These two loans are very similar in that there is no interest or repayment on the principal while the student is in school at least half-time. The interest begins to accumulate after graduation, five percent on a Perkins Loan and a variable percent on a Federal Direct Student Loan. (These provisions are subject to change by the Congress of the United States.)

Grants

Denison awards grants both from our own funds and from outside sources. These grants amount to more than $19 million annually. We participate in the Pell Grant program, the Supplemental Educational Opportunity Grant (SEOG) program, the Ohio Instructional Grant (OIG) program, the Ohio Student Choice Grant Program and certain other state grant programs.

Renewal of Financial Assistance

Each year, because of changes in income and other family circumstances, we re-evaluate your financial need. Renewal applications are distributed in December or January of each year to students who will be returning to Denison the following September. Depending on Denison's cost and your family's situation, your need for assistance may vary from year to year. Completed renewal applications are due back in the Financial Aid Office by April 15.

Academic Scholarships and Other Aid Not Dependent on "Need"

Denison annually offers a limited number of academic scholarships for first-year students which are based on academic talent and personal merit and do not require a demonstration of financial need. These include the Faculty Scholarship for Achievement (full tuition), the Wells Scholarship in Science (full tuition), the Dunbar Scholarship in Humanities (full tuition) for which an interview with a Denison representative on or off campus is required, the Battelle Memorial Institute Foundation Scholarship (half tuition),the Heritage Scholarship (half tuition), the Founders Award (when combined with a National Merit Stipend will equal half tuition awarded to selected National Merit Finalists), the Park National Bank Scholarship (1/3-tuition), the Alumni Awards for Leadership and Talent (1/5-, 1/4- and 1/3-tuition), and the I Know I Can Scholarship ($2,000).

Denison also offers merit-based scholarships to students of color including the Bob and Nancy Good Scholarship (half tuition), the Parajon and the Tyree Scholarships (half tuition), the Monsanto Scholarship in Science (half tuition), the YMCA Black Achievers Scholarship (half tuition), and the Hla, the Fisher and the Meredith Scholarships (1/3-tuition).

These scholarships are available for tuition for all four years at Denison, but not for off-campus programs. The Admissions Office can give you further information on the availability of and criteria for competing for these scholarships and awards for entering first-year students.

A limited number of departmental and general scholarships of varying amounts are also available to selected students, based on factors such as outstanding academic achievement and fine arts talent. If you are eligible to be considered for such a scholarship, you will be either considered automatically

or invited to apply by the appropriate academic department.

In addition, employment on campus for jobs requiring specific experience or skills is available. Parents may be eligible to obtain a Federal Direct Parent Loan (PLUS) through Denison University.

Endowed Scholarship Funds

The income from the following endowed scholarships is part of the Denison University Financial Aid Program and is available each year to Denison students on the basis of financial need, academic merit, and such other criteria as may be specified. Students must demonstrate need by filing a Free Application for Federal Student Aid (FAFSA) to qualify for need-based scholarships.

Honor Scholarships

REID AND POLLY ANDERSON SCHOLARS Established 1985	Awarded to Juniors and Seniors majoring in the sciences
BATTELLE SCHOLARS PROGRAM Established 1977	Awarded to students of high leadership potential who reside in Central Ohio.
NATIONAL CITY BANK SCHOLARSHIP Established 1982	Awarded to outstanding sophomores, juniors or seniors from Ohio.
DR. LAURA CRAYTOR BOULTON SCHOLARSHIP Established 1982	Awarded to one student who qualifies for work in Ethnomusicology.
GERTRUDE CARHARTT BRELSFORD MEMORIAL SCHOLARSHIP Established 1935	Awarded to Sophomores enrolled in courses of Music and Art.
WILLIAM O. BRASMER SCHOLARSHIP FOR EXCELLENCE IN THEATRE Established 1993	Awarded to the most promising candidate in the Department of Theatre and Cinema completing his/her junior year.
KENNETH I. BROWN SCHOLARSHIP Established 1959	Awarded to juniors or seniors with high scholastic ability preparing for careers in education.
MARY HARTWELL CATHERWOOD SCHOLARSHIP Established 1937	Awarded to students who plan on making their living from writing.
CAROLINE WOODROW DECKMAN STUDIO ART SCHOLARSHIP Established 1968	Awarded to a student showing outstanding creative achievement in Studio Art.
JONATHAN EVERETT DUNBAR SCHOLARSHIP IN THE HUMANITIES Established 1993	Awarded to an oustanding applicant with exceptional promise and a planned major in the Humanities.
KARL ESCHMAN SCHOLARSHIP Established 1977	Awarded to upperclass students in Music.
DALE GOOGINS SCHOLARSHIP Established 1991	Awarded annually in recognition of outstanding service of a student athletic trainer
GEORGE K. GOULDING MEMORIAL SCHOLARSHIP Established 1964	Awarded to students in Music.
R. STANLEY AND JANET O. LAING SCHOLARSHIP IN THE DEPARTMENT OF ECONOMICS Established 1982	Awarded to students majoring in Economics who have an interest in the application of high technology to the advancement of Economics.

PHILIP E. LAMOREAUX SCHOLARSHIP Established 1976	Awarded to students majoring in the field of Geology.
J. BUDD LONG SCHOLARSHIP Established 1978	Awarded annually to the Editor-in-Chief of the Adytum and the Editor-in-Chief of the Denisonian
LEROY "ACE" MORGAN MEMORIAL SCHOLARSHIP Established 1946	Awarded to talented students in the field of Theatre Arts.
E. CLARK MORROW AND IRMA HUDSON MORROW PRE-LAW SCHOLARSHIP Established 1962	Awarded to Senior students taking pre-law courses with the intention of entering law school after graduation.
PARK NATIONAL BANK SCHOLARSHIP Established 1981	Awarded annually to incoming freshmen from Licking County and Central Ohio on the basis of outstanding academic performance.
PARK NATIONAL BANK SCHOLARSHIP Established 1959	Awarded to students majoring in Economics.
PHI BETA KAPPA SCHOLARSHIP Established 1963	Awarded to outstanding students.
JULIET BARKER SARETT SCHOLARSHIP Established 1949	Awarded to students who show excellence in English and Dramatics.
CORA WHITCOMB SHEPARDSON SCHOLARSHIP Established 1937	Awarded to students showing proficiency in courses in Art.
FRANCIS WAYLAND SHEPARDSON SCHOLARSHIP Established 1937	Awarded to a student showing proficiency in courses of American History.
FLORA DODSON SKIPP SCHOLARSHIP Established 1973	Awarded to gifted students in Music.
GAYLE INGRAHAM SMITH SCHOLARSHIP Established 1967	Awarded to students majoring in violin or piano.
STEPHEN D. TUTTLE MEMORIAL SCHOLARSHIP Established 1963	Awarded to a student designated as most worthy of the honor in Music.
JEANNE VAIL SCHOLARSHIP Established 1979	Awarded to meritorious Fine Arts students.
MARGARET ANN WATKIN SCHOLARSHIP Established 1974	Awarded as general scholarship for students in the Department of Biology.
ROY L. & REBECCA PORTER WELLS SCHOLARSHIP Established 1985	Awarded to incoming Freshmen who anticipate majoring in a Science.
EDWARD A. WRIGHT THEATRE ARTS SCHOLARSHIP Established 1962	Awarded to students showing special talent in Theatre Arts.
FRANK J. WRIGHT MEMORIAL SCHOLARSHIP Established 1989	Awarded to Geology/Geography majors demonstrating outstanding scholarship at the end of the junior year.

Need-Based Preministerial Scholarship Funds

CHARLES EDWIN BARKER SCHOLARSHIP Established 1949	Awarded to students preparing for the Ministry.
WILLIAM HOWARD DOANE SCHOLARSHIP Established 1915	Awarded to students preparing for the Ministry.
M. E. GRAY SCHOLARSHIP Established 1888	Awarded to students who have a call to the Ministry.

ABIGAIL T. HOUCK SCHOLARSHIP Established 1899	Awarded to educate young men for the Baptist Ministry.
JOSHUA & GWENNIE JONES SCHOLARSHIP Established 1915	Awarded to educate young men for the Baptist Ministry.
MARY KEOKEE MONROE SCHOLARSHIP Established 1887	Awarded to students electing to enter the Baptist Ministry.
DAVID THATCHER SCHOLARSHIP Established 1891	Awarded to needy young men studying for the Ministry.

Need-Based Scholarship Funds

MOLLIE ABER ENDOWED SCHOLARSHIP Established 1992	Awarded to students with financial need
THE GEORGE I. ALDEN SCHOLARSHIP Established 1986	Awarded to highly qualified but financially needy students.
ROBERT C. & CAROL G. ALEXANDER SCHOLARSHIP Established 1966	Awarded to students with financial need.
JOHN W. AND MARY ANDERSON ALFORD ENDOWED PROGRAM FOR INTERNATIONAL STUDENTS Established 1983	Support for international students with preference to those from the Far East.
ALUMNI MEMORIAL SCHOLARSHIP Established 1972	Awarded to students with financial need.
AMERICAN BAPTIST CONVENTION SCHOLARSHIP Established 1960	Awarded to students with financial need.
AMERICAN COMMONS CLUB SCHOLARSHIP Established 1970	Awarded to students with financial need.
ROBERT AND MARION E. BALL SCHOLARSHIP Established 1994	Awarded to students with financial need, preferably from upstate New York or Minnesota
TURPIN C. AND CHARLOTTE THOMAS BANNISTER SCHOLARSHIP Established 1989	Awarded to students with financial need who demonstrate significant academic promise and interest. Descendants receive preferential treatment.
EUGENE J. & MARGARET GOOCH BARNEY SCHOLARSHIP Established 1969	Awarded to students with financial need.
WILLIAM T. & MAUDE FIRTH BAWDEN SCHOLARSHIP Established 1964	Awarded to students with financial need.
CONNIE AND FRANCIS BAYLEY SCHOLARSHIP Established 1991	Awarded to Students with financial need
ANNA B. BEATTIE SCHOLARSHIP Established 1966	Awarded to students with financial need.
BLANCHE D. BEATTIE SCHOLARSHIP Established 1962	Awarded to students with financial need.
JOHN W. BEATTIE SCHOLARSHIP Established 1962	Awarded to students with financial need.
FREDERICK P. & MARY T. BEAVER SCHOLARSHIP Established 1943	Awarded to students with financial need.
MARY F. & FRED W. BENJAMIN MEMORIAL SCHOLARSHIP Established 1959	Awarded to students with financial need.

ERNEST C. & MARIE T. BRELSFORD SCHOLARSHIP Established 1963	Awarded to students with financial need.
MILLARD BRELSFORD MEMORIAL SCHOLARSHIP Established 1951	Awarded to students with financial need.
MILLARD BRELSFORD SPECIAL SCHOLARSHIP Established 1967	Awarded to students with financial need who are members of the Baptist faith.
BRICKER SCHOLARSHIP Established 1972	Awarded to students with financial need.
SAMUEL B. BRIERLY MEMORIAL SCHOLARSHIP Established 1938	Awarded to students with financial need.
BURRITT JOHNSTON BROTHERTON MEMORIAL SCHOLARSHIP Established 1973	Awarded to students with financial need.
LESTER C. & NELL S. BUSH SCHOLARSHIP Established 1944	Awarded to students with financial need.
HAROLD AND MARY E. CAIN SCHOLARSHIP Established 1980	Awarded to students in Music.
CARNAHAN-JACKSON SCHOLARSHIP Established 1986	Awarded to highly academically qualified needy students majoring in the humanities with preference given to students from Jamestown and western New York area.
WELLS A. & CYNTHIA ALDRICH CHAMBERLAIN SCHOLARSHIP Established 1920	Awarded to students with financial need.
WILLIS A. & FRANCES W. CHAMBERLIN SCHOLARSHIP Established 1941	Awarded to students of high scholarship majoring in the Humanities.
DAVID A. CHAMBERS SCHOLARSHIP Established 1986	Awarded to students with financial need.
EDWARD AND JOHN CHERNEY FUND Established 1995	Awarded to students with financial need.
CLASS OF 1912 SCHOLARSHIP Established 1972	Awarded to students with financial need.
CLASS OF 1913 SCHOLARSHIP Established 1938	Awarded to students with financial need with preference to children of class members.
CLASS OF 1917 WAR MEMORIAL SCHOLARSHIP Established 1937	Awarded to students with financial need with preference to children of class members.
CLASS OF 1924 SCHOLARSHIP	Awarded to students with financial need.
CLASS OF 1926 SCHOLARSHIP Established 1976	Awarded to students with financial need.
CLASS OF 1927 SCHOLARSHIP Established 1977	Awarded to students with financial need.
CLASS OF 1928 SCHOLARSHIP Established 1928	Awarded to students with financial need.
CLASS OF 1929 SCHOLARSHIP Established 1939	Awarded to students with financial need with preference to children of class members.
CLASS OF 1932 50TH REUNION GIFT	Awarded to students with financial need.

Scholarships

CLASS OF 1934 ENDOWED SCHOLARSHIP FUND Established 1984	Awarded to students with financial need.
CLASS OF 1937 SCHOLARSHIP Established 1987	Awarded to students with financial need.
CLASS OF 1938 SCHOLARSHIP Established 1988	Awarded to students with financial need
CLASS OF 1940 SCHOLARSHIP Established 1991	Awarded to students with financial need.
CLASS OF 1941 SCHOLARSHIP Established 1991	Awarded to students with financial need.
CLASS OF 1942 SCHOLARSHIP Established 1993	Awarded to students with financial need.
CLASS OF 1944 SCHOLARSHIP Established 1995	Awarded to students with financial need.
ELIZABETH PLATT CLEMENTS SCHOLARSHIP Established 1975	Awarded to students with financial need.
EDWARD TAYLOR CLISSOLD MEMORIAL SCHOLARSHIP Established 1948	Awarded to students with financial need
THE COFFIN SCHOLARSHIP Established 1993	Awarded to needy juniors seniors making good academic progress
BLANCHE LEMERT COPELAND SCHOLARSHIP Established 1947	Awarded to students with financial need with preference given to students from Crawford County, Ohio.
KATHERINE AND FREDERICK CRAWFORD SCHOLARSHIP Established 1988	Awarded to students with financial need, preferable to descendants of John and Martha Coolidge
GERALDINE CROCKER SCHOLARSHIP Established 1968	Awarded to students in areas related to speech aid
LIONEL G. CROCKER ENDOWED SCHOLARSHIP Established 1988	Awarded to a rising senior majoring in Communication with demonstrated financial need.
SAMUEL S. AND JEANETTE ALBIEZ DAVIS WORK SCHOLARSHIP Established 1988	Awarded to student workers on the staff of Denison University primarily in facility renewal and grounds conservation and improvement.
ALBERT W. & IDA C. DAVISON SCHOLARSHIP Established 1981	Awarded to a Chemistry major with financial need who intends to enter the teaching profession.
JOHN H. DOYLE SCHOLARSHIP Established 1928	Awarded to worthy students from Toledo, Ohio
MILTON P. ELBERFELD SCHOLARSHIP Established 1970	Awarded to students who have obtained a high level of achievement in both scholarship and athletics.
ELIZABETH S. EWART SCHOLARSHIP Established 1924	Awarded to students with financial need.
FRANK C. EWART MEMORIAL SCHOLARSHIP Established 1951	Awarded on the basis of financial need to students who are qualified Christians.

THOMAS EWART FUND SCHOLARSHIP Established 1977	Awarded to students with financial need.
MINNIE FARNER-MILLER SCHOLARSHIP Established 1958	Awarded to students with financial need.
LELIA MILWARD FIRTH SCHOLARSHIP Established 1962	Awarded to students with financial need.
RAY C. FISH SCHOLARSHIP Established 1961	Awarded to students with financial need.
DONALD R. FITCH SCHOLARSHIP Established 1988	Awarded to students with financial need with preference to members of Gamma Xi Chapter of Kappa Sigma Fraternity.
WALTER LEROY FLORY SCHOLARSHIP Established 1951	Awarded to a senior showing great promise of professional success and leadership based on scholastic record.
DORA A. FORSYTHE SCHOLARSHIP Established 1949	Awarded to students with financial need.
CLARENCE L. FOX MEMORIAL SCHOLARSHIP Established 1948	Awarded to students with financial need with priority to children or grandchildren of Clarence Fox.
ROBERT K. FOX SCHOLARSHIP Established 1945	Awarded to students with financial need.
OLIVE A. FRANZ MEMORIAL SCHOLARSHIP Established 1979	Awarded to students with financial need.
DOUGLAS A FREEDMAN ENDOWED SCHOLARSHIP Established 1991	Awarded annually to a student who demonstrates financial need.
THE GAR FOUNDATION SCHOLARSHIP Established 1985	Awarded to needy, highly academically qualified students from the Akron area or N.E. Ohio.
GENERAL SCHOLARSHIP Established 1963	Awarded to students with financial need.
ROBERT AND NANCY GOOD SCHOLARSHIP FOR MINORITY STUDENTS Established 1984	Awarded to freshmen minority students financial need.
STEVE R. GORDY AND PATRICIA LEONARD GORDY SCHOLARSHIP Established 1986	Awarded to two (2) students with financial need pursuing a course of study in the Humanities in the names of Steve R. and Patricia Leonard Gordy respectively.
DAVID E. GREEN MEMORIAL SCHOLARSHIP Established 1963	Awarded to students with financial need.
ARTHUR GREGORY MEMORIAL SCHOLARSHIP FUND Established 1984	Awarded to students with financial need.
PAUL AND JILL GRIESSE SCHOLARSHIP Established 1993	Awarded to students with financial need from India
VIRGINIA L. GRIGSBY SCHOLARSHIP Established 1986	Awarded to students with financial need.
G. O. GRISWOLD SCHOLARSHIP Established 1945	Awarded to students with financial need.
ROBERT F. & MARGARET E. HAMILTON SCHOLARSHIP Established 1988	Awarded to students with financial need.

DR. LAURA C. HARRIS SCHOLARSHIP Established 1990	Awarded to women with financial need in science, English and music.
DAVID C. & JUNE ROBION HAYNES SCHOLARSHIP Established 1981	Awarded to students with financial need.
EDWARD F. HEEKIN JR. MEMORIAL SCHOLARSHIP Established 1996	Awarded to students with financial need
PAUL E. HENDERSON Established 1973	Awarded to students with financial need.
MARGARET B. HENDRICHS SCHOLARSHIP Established 1985	Awarded to students with financial need.
ALBERT M. HIGLEY MEMORIAL SCHOLARSHIP Established 1971	Awarded to students with financial need.
KKH SCHOLARSHIP FUND Established 1992	Awarded to students with financial need.
TAH SCHOLARSHIP FUND Established 1992	Awarded to students with financial need.
WAH SCHOLARSHIP FUND Established 1992	Awarded to students with financial need.
DAVID TIN HLA MEMORIAL SCHOLARSHIP Established 1965	Awarded to students with financial need.
FREDERICK HOLDEN SCHOLARSHIP Established 1994	Awarded to Geology/Geography majors with financial need.
MASUO S. AND KIYO A. HOSHIDE MEMORIAL SCHOLARSHIP Established 1946	Awarded to students with financial need.
HUFFMAN ESTATE SCHOLARSHIP Established 1986	Awarded to students with financial need.
BLANCHE McCOY HUMPHREYS SCHOLARSHIP Established 1955	Awarded to students with financial need.
H. RHODES HUNDLEY MEMORIAL SCHOLARSHIP Established 1959	Awarded to students with financial need.
EMORY W. HUNT MEMORIAL SCHOLARSHIP Established 1951	Awarded to students with financial need.
STANLEY E. JOHNSON, JR. AND GAYE S. JOHNSON ENDOWED PRE-LAW SCHOLARSHIP Established 1984	Awarded to a junior with financial need with the desire to enter the practice of law.
PHYLLIS F. JOLLAY MEMORIAL SCHOLARSHIP Established 1993	Awarded first to a needy member of Delta Delta Delta, second to a needy performing arts major, third to a needy student from the student body in general.
JONES-MINIGER SCHOLARSHIP Established 1982	Awarded to students with financial need.
MARTIN LUTHER KING JR. MEMORIAL SCHOLARSHIP Established 1968	Awarded to Black students with financial need.
HERMAN L. & JOHN A. KLEIN SCHOLARSHIP Established 1966	Awarded to skillful first-year debaters.
A. BLAIR KNAPP MEMORIAL SCHOLARSHIP Established 1968	Awarded to students with financial need.

KATIE KROHN ENDOWED SCHOLARSHIPS Estabished 1992	Awarded to needy inner city Chicago-area students with demonstrated academic achievement.
ALFRED W. LEVER — TRAVEL SCHOLARSHIP Established 1970	Awarded to students with financial need.
CHARLES T. LEWIS SCHOLARSHIP Established 1928	Awarded to students with financial need.
MADELYN LOCKHART SCHOLARSHIP Established 1994	Awarded to female students with financial need.
FRANK LONGABAUGH SCHOLARSHIP Established 1990	Awarded to students with financial need.
NANCY AND ROGER M. LYNCH ENDOWED SCHOLARSHIP FUND Established 1993	Awarded to students with financial need.
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MARIMAC SCHOLARSHIP FUND Established 1982	Awarded to students with financial need with interest in the fine arts.
GWENDOLYN C. MARTIN SCHOLARSHIP Established 1974	Awarded to full-time students with financial need in Fine Arts with preference to students of Music.
MATTHEWS SCHOLARSHIP FUND Established 1964	Awarded to students with financial need.
JOHN & RUTH McCAMMON SCHOLARSHIP Established 1988	Awarded to students with financial need who are majoring in Biology
JOSEPH B. MCCLELLAND ENDOWED SCHOLARSHIP Established 1997	Awarded to students with financial need who are majoring in Chemistry, Physics or Biology
MCCLENNAN/BUBB FAMILY SCHOLARSHIP Established 1997	Awarded to students with financial need.
WILLIAM T. AND JANE COOK McCONNELL SCHOLARSHIP Established 1994	Awarded to a Newark, Ohio, high school student who received the "A Call to College" award and will matriculate at Denison University.
THOMAS S. McWILLIAMS II MEMORIAL SCHOLARSHIP Established 1983	Awarded to students with financial need.
ANDREW S. AND ANNA MEERIS MATTHEWSON SCHOLARSHIP Established 1987	Awarded to students with financial need.
MEIER FAMILY ENDOWED SCHOLARSHIP Estabished 1993	Awarded to a student with financial need.
E. STANLEY MELICK SCHOLARSHIP Established 1984	Awarded to a student with financial need and academic excellence in science and mathematics and with scientific potential.
MINORITY AND FOREIGN STUDENT SCHOLARSHIP Established 1988	Awarded to minority and foreign students with financial need.
BENJAMIN A. MOLLETT MEMORIAL SCHOLARSHIP Established 1986	Awarded to students with financial need with first preference to students from Sangamon County in central Illinois.

MONSANTO SCIENCE SCHOLARSHIP Established 1991	Awarded to African-American students from the St. Louis Mo., area who are interested in the sciences and who remain at a certain level of academic performance.
MALCOLM J. AND ELIZABETH OSMOND MOSHIER SCHOLARSHIP Established 1981	Awarded to students with financial need with first preference to descendants of Malcolm J. and Elizabeth O. Moshier, second preference to physical education majors, third to a deserving Denison student.
LESLIE B. MOSS SCHOLARSHIP Established 1950	Awarded to students of missionary ministerial parents.
ROURK J. "RORY" MULLEN SPORTS MEDICINE SCHOLARSHIP Established 1985	Awarded to students with financial need on the basis of academic promise with preference to student(s) intending to follow a career in Sports Medicine.
DAVID M. MUSCHNA MEMORIAL SCHOLARSHIP Established 1972	Awarded to students with financial need.
N. W. NEPTUNE SCHOLARSHIP Established 1942	Awarded to students with financial need.
LELIA NICHOLS SCHOLARSHIP Established 1972	Awarded to an Ohio resident who writes the best essay on the history of the State of Ohio.
LAVERNE NOYES FOUNDATION SCHOLARSHIP Established 1938	Awarded to descendants of World War I Army and Navy personnel.
MARY JANE OESTMANN ENDOWED FUND Established 1991	Awarded to a junior or senior student(s) demonstrating academic achievement and financial need, first preference to a needy student majoring in mathematical or physical sciences.
JOHN AND ELIZABETH O'NEILL SCHOLARSHIP Established 1997	Awarded to students with financial need; first preference to students from Ohio
FRANK C. ONSTOTT SCHOLARSHIP Established 1966	Awarded to students with financial need.
PEABODY INTERNATIONAL CORP. ENDOWED financial SCHOLARSHIP Established 1981	Awarded annually to students with need; first preference to members of Peabody International employee families.
RICHARD D. PERKINS MEMORIAL SCHOLARSHIP Established 1977	Awarded to students with financial need.
KENT A. PFEIFFER SCHOLARSHIP FUND Established 1979	Awarded annually to men/women student-athletes with financial need.
ALLEN T. PRICE MEMORIAL SCHOLARSHIP FUND Established 1983	Awarded to students with financial need with preference to history majors.
WELSH HILLS PRICES SCHOLARSHIP Established 192	Awarded to students preparing for Christian service.
CHARLES W. PRINE AND FAMILY SCHOLARSHIP Established 1980	Awarded to students with high academic promise and financial need from a rural or farm area in Ohio or Pennsylvania.
JOANN HAWKINS QUEENAN ENDOWED SCHOLARSHIP Established 1995	Awarded to students with financial need.

READER'S DIGEST FOUNDATION SCHOLARSHIP Established 1965	Awarded to students with financial need.
BEULAH RECTOR MEMORIAL SCHOLARSHIP Established 1978	Awarded to students with financial need.
MARTHA GRACE REESE AND THEKLA R. SHACKELFORD THEATRE SCHOLARSHIP Established 1973	Awarded to Theatre-oriented students.
MRS. HARRIETT ROSE BEAM RICKETTS AND JAMES T. RICKETTS SCHOLARSHIP Established 1997	Awarded to students with financial need.
CAROL REED MEMORIAL SCHOLARSHIP Established 1983	Awarded to students with financial need.
JOAN ROBINSON SCHOLARSHIP Established 1986	Awarded to junior or senior women who best exemplify the role of women in furthering the free enterprise system.
CONRAD E. RONNEBERG SCHOLARSHIP Established 1956	Awarded to foreign students on the basis of financial need.
GEORGE M. AND HARRIETTE McCANN ROUDEBUSH SCHOLARSHIP Established 1943	Awarded to students with financial need with preference given to students who participate in athletics.
EDSON RUPP MEMORIAL SCHOLARSHIP Established 1961	Awarded to students with financial need.
JAMES B. SAYERS, JR. MEMORIAL SCHOLARSHIP Established 1970	Awarded to students with financial need.
MARTHA MONTGOMERY SCHURZ SCHOLARSHIP Established 1988	Awarded to students with financial need who are majoring in English
JAMES AND PAULINE PITTS SCOTT SCHOLARSHIP Established 1983	Awarded to students with financial need.
RICHARD C. AND LINDA G. SEALE SCHOLARSHIP Established 1988	Awarded to students to support summer coursework at Duke University Marine Laboratory.
WALTER SECOR SCHOLARSHIP Established 1995	Awarded to students with financial need majoring in a modern language.
ROBERT SEPESSY SCHOLARSHIP Established 1994	A renewable fund awarded to an incoming first-year student with financial need.
THOMAS R. SHEPARD MEMORIAL SCHOLARSHIP Established 1974	Awarded to students with financial need.
VINTON R. SHEPARD MEMORIAL SCHOLARSHIP Established 1963	Awarded to an English major on the basis of financial need.
ELIZA SMART SHEPARDSON SCHOLARSHIP Established 1939	Awarded to a woman student with major or general interest in Music, demonstrating financial need.
FRANCIS W. SHEPARDSON MEMORIAL SCHOLARSHIP Established 1944	Awarded to students with financial need.
GEORGE DeFREESE SHEPARDSON MEMORIAL SCHOLARSHIP Established 1969	Awarded to students in the field of Science on the basis of financial need.

HARRIET KING SHEPARDSON MEMORIAL SCHOLARSHIP Established 1969	Awarded to students in the field of English or Dramatics on the basis of financial need.
SHORNEY MEMORIAL SCHOLARSHIP Established 1938	Awarded to students with financial need.
ERI J. SHUMAKER MEMORIAL SCHOLARSHIP Established 1964	Awarded to students with financial need.
FRANKLIN G. SMITH SCHOLARSHIP Established 1957	Awarded to students with financial need.
LOREN E. & MILDRED M. SOUERS SCHOLARSHIP Established 1982	Awarded to students with financial need.
AMANDA SPERRY SCHOLARSHIP Established 1936	Awarded to students with financial need.
DWIGHT SPESSARD MEMORIAL SCHOLARSHIP IN CHEMISTRY Established 1997	Awarded to students with financial need majoring in Chemistry.
CHARLES W. STEELE MEMORIAL SCHOLARSHIP Established 1987	Awarded to a junior in Spanish with possible renewal senior year. Preference given to those with demonstrated financial need who plan a career in teaching.
HERBERT F. STILWELL SCHOLARSHIP Established 1937	Awarded to students with financial need.
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SURDNA FOUNDATION SCHOLARSHIP Established 1983	Awarded to students with financial need.
RICHARD SWARTSEL SCHOLARSHIP Established 1988	Awarded to students with financial need.
ELIZABETH TREMBLEY SWISHER SCHOLARSHIP Established 1970	Awarded to students with financial need.
THOMAS SCHOLARSHIP Established 1976	Awarded to students with financial need.
LEWIS NEWTON THOMAS III MEMORIAL SCHOLARSHIP Established 1974	Awarded as a general scholarship.
TRW SCHOLARSHIP Established 1990	Awarded to multicultural women with financcial need with preference given to Faculty Achievement Scholars.
RICHARD E. TRUMBULL MEMORIAL SCHOLARSHIP Established 1986	Awarded to incoming freshmen men/women scholars.
ESTELLE KING VAN BEUREN ENDOWED MEMORIAL SCHOLARSHIP FUND Established 1981	Awarded to men or women with financial need who as freshmen intend to major in music.
CHAPLAIN THOMAS B. VAN HORNE MEMORIAL SCHOLARSHIP Established 1959	Awarded to students with financial need.

S. RICHARD VAN HORNE MEMORIAL SCHOLARSHIP FUND Established 1983	Awarded to students with financial need with preference to descendents of S. Richard Van Horne and children of employees of Corrugated Supplies Corp.
DANIEL VAN VOORHIS SCHOLARSHIP Established 1928	Awarded to students with financial need.
VISUAL ARTS SCHOLARSHIP Established 1971	Awarded to aid needy and promising Art majors.
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CHARLES G. & CLARA FERRIS WATERS SCHOLARSHIP Established 1937	Awarded to students with financial need.
EARL H. & IRENE L. WELLS SCHOLARSHIP Established 1962	Awarded to students with financial need.
CHARLES F. WHISLER & FAMILY SCHOLARSHIP Established 1936	Awarded to students with financial need.
CINDY WHITACRE '73 SCHOLARSHIP Established 1979	Awarded to a Junior or Senior majoring in German or French.
KATHERINE GEAR WIGHTMAN SCHOLARSHIP Established 1943	Awarded to students with financial need.
RUSSEL H. WILLIAMS MEMORIAL SCHOLARSHIP Established 1959	Awarded to students with financial need.
WINDLE MEMORIAL SCHOLARSHIP Established 1987	Awarded to students with financial need.
ANNETTE LODGE WINTERS SCHOLARSHIP Established 1973	Awarded to foreign students on the basis of financial need.
JOHN E. F. AND MATTHEW L. WOOD SCHOLARSHIP FUND Established 1981	Awarded to students with financial need.
MR. AND MRS. W. C. WOODYARD MEMORIAL SCHOLARSHIP Established 1963	Awarded to students with financial need.
MABLE MOORE WRIGHT SCHOLARSHIP Established 1971	Awarded to students with financial need.

Need-Based Scholarship Funds for Men

MARIA T. BARNEY MEMORIAL SCHOLARSHIP Established 1881	Awarded as scholarship to worthy young men of high moral character.
A. F. & A. A. BOSTWICK SCHOLARSHIP Established 1928	Awarded to students with financial need.
HENRY THURSTON CRANE SCHOLARSHIP Established 1937	Awarded to students with financial need.
DAVID & JANE HARPSTER SCHOLARSHIP Established 1897	Awarded to students with financial need.
HAWES KEY CLUB SCHOLARSHIP Established 1957	Awarded as scholarship to Key Club members of Licking County or other Key Club members if nonavailable from Licking County.

JOHN H. HISLOP MEMORIAL Established 1951	Awarded to students with financial need with first priority to male students.
A. BLAIR KNAPP MEMORIAL SCHOLARSHIP Established 1970	Awarded to student athlete preferably a basketball player with financial need.
EUGENIO KINCAID LEONARD SCHOLARSHIP Established 1882	Awarded to worthy male displaying high morals and scholarship.
LIVINGSTON MEMORIAL SCHOLARSHIP Established 1979	Awarded to men with financial need majoring in physical education.
WILLIAM E. & ANNIE S. MILLER MEMORIAL SCHOLARSHIP Established 1960	Awarded to former Newark, Ohio student enrolling as first-year student.
MARY ARNOLD STEVENS SCHOLARSHIP Established 1874	Awarded to students who evidence Christian faith and life.
EBENEZER THRESHER SCHOLARSHIP Established 1891	Awarded with preference to men of good scholarship and promising talents.
ROBERT W. VANDERVEER, JR. MEMORIAL SCHOLARSHIP Established 1958	Awarded to male students with financial need.

Need-Based Scholarship Funds for Women

BETTY ANN ROBINSON ARBUCKLE SCHOLARSHIP Established 1961	Awarded to female student with financial need with good scholarship and who displays concern through campus service.
CHARLES T. CHAPIN SCHOLARSHIP Established 1912	Awarded to female student dependent upon own resources for her education and of high moral character.
HARRY THURSTON CRANE SCHOLARSHIP Established 1937	Awarded to female student with financial need.
IDA SAUNDERS FISHER SCHOLARSHIP Established 1932	Awarded to female student with financial need.
MARTHA S. FULLER MEMORIAL SCHOLARSHIP FUND Established 1984	Awarded to women students from New England with financial need.
FLORA PRICE JONES SCHOLARSHIP Established 1917	Awarded to women students with financial need.
J. W. KING SCHOLARSHIP Established 1887	Awarded to worthy young women with financial need.
HANNAH SNOW LEWIS SCHOLARSHIP Established 1946	Awarded to worthy young women with financial need.
LIDE-SHEPARDSON-MARSH MEMORIAL SCHOLARSHIP Established 1920	Awarded to students with financial need.
MARTHA A. LUSE SCHOLARSHIP Established 1928	Awarded to worthy young women with financial need.
JAMES McCLURG SCHOLARSHIP Established 1928	Awarded to worthy young women with financial need.

MARY MILLER SCHOLARSHIP Established 1914	Awarded to worthy young women with financial need.
MORTAR BOARD SCHOLARSHIP Established 1950	Awarded to women students with financial need.
PHILOMATHEAN MEMORIAL SCHOLARSHIP Established 1928	Awarded to aid women students with financial need.
MARGARET C. F. AND ALICE W. RICHARDS MEMORIAL foreign SCHOLARSHIP Established 1946	Awarded with preference to entering woman student or sophomore woman displaying leadership qualities.
AGNES WILSON WEAVER SCHOLARSHIP Established 1917	Awarded to female students with financial need.

Further Information

For more detailed information on methods of financing your Denison education, visit the Office of Financial Assistance and Student Employment in Beth Eden House. You may also write or call:

Office of Financial Aid and Student Employment
Denison University
Box M
Granville, Ohio 43023
(740) 587-6279

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B.A., Bowdoin College; M.A., Ph.D., Yale U.

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A.B., A.M., U. of Michigan; Ph.D., Stanford U.

Lee E. Larson (1966-1998), Henry Chisholm Chair of Physics and Professor Emeritus of Physics
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B.A., Creighton U.; M.A., U. of Wyoming; Ph.D., U. of Florida

Mary Tuominen (1993-), Asst. Professor of Sociology/Anthropology
B.A., Western Washington U.; M.A. Seattle U., Ph.D., U. of Oregon

Cynthia Turnbull (1996-), Assistant Professor of Theatre and Cinema
B.S., Nebraska Wesleyan U., M.F.A., U. of Texas, Austin

Harold Van Broekhoven (1991-), Assoc. Professor of Religion
B.A., Wheaton College; Ph.D., Boston University

James Van Reeth (1996-), Affiliated Studio Instructor in Music
B.M., Queens College, City U. of New York

Olev Viro (1996-), Affiliated Studio Instructor in Music
B.A., Harpur College, SUNY, Binghamton; M.M., New England Conservatory of Music

Steven M. Vogel (1984-), Professor of Philosophy
B.A., Yale U.; M.A., Ph.D., Boston U.

C. Wesley Walter (1996-), Asst. Professor, Physics and Astronomy
B.S., U. of Dallas; M.A., Ph.D., Rice U.

Anita Waters (1992-), Assoc. Professor of Sociology/Anthropology
B.A., Mary Washington College; M.A., M.Phil., Ph.D., Columbia U.

William Wentworth (1993-), Asst. Professor of Physical Education
B.A., Purdue U.; J.D., Indiana U.

Michael D. Westmoreland (1990-), Assoc. Professor of Mathematics and Computer Science
B.A., Rice U.; Ph.D., U. of Texas

Cornell Wiley, (1987-), Affiliated Studio Instructor in Music
B.M., Chicago Conservatory of Music

Ilse Winter (1967-), Professor of Modern Languages
Diploma, U. of Kiel (Germany), M.A., Ph.D., Rutgers U.

Ronald R. Winters (1966-), Tight Family Chair in the Physical Sciences and Professor of Physics
A.B., King College; Ph.D., Virginia Polytechnic Institute

David O. Woodyard (1960-), Professor of Religion
B.A., Denison U.; M.Div., Union Theological Seminary; D.Min., Vanderbilt U.

Kok Fooi Yong (1991-), Asst. Professor of Art, part-time
B.A., Denison U.; M.A., Ohio State U.

Sandra Yorka (1978-), Assoc. Professor of Physics and Astronomy
B.S., Mary Manse College; M.S., John Carroll U. (Physics); M.S., Ph.D., Ohio State U. (Astronomy)

Andrea Ziegert (1997-), Assoc. Professor of Economics
B.S., M.A., Miami U.; Ph.D., U. of North Carolina, Chapel Hill

Linda Zimmerman (1995-), Asst. Professor of Biology
B.S., SUNY, Stony Brook; M.A., SUNY, Buffalo; Ph.D., Colorado State U.

ADMINISTRATION

Senior Staff

Dale T. Knobel, 1998 - President
B.A., Yale U., Ph.D., Northwestern U.

C. Keith Boone, 1986 - Associate Provost
B.A., St. Meinrad College; M.A., Indiana U.; Ph.D., Emory U.

Mary Jane McDonald, 1976 - Vice President of University Resources and Public Affairs
B.A., Denison U.

Charles J. Morris, 1969 - Provost
B.S., Denison U.; M.A., Ph.D., U. of Missouri

Seth Patton, 1979 - Vice President of Finance and Management
B.S.Ed., M.S.Ed., Bowling Green State U.

Perry H. Robinson, 1988 - Director of Admissions
A.B., Ripon College; M.S., U. of Wisconsin

Samuel J. Thios, 1972 - Vice President of Student Affairs and Dean of Students
B.A., Wake Forest U.; M.A., U. of Richmond; Ph.D., U. of Virginia

Academic Support

Lenora Barnes-Wright, 1996 - Associate Dean of Students/Director of Academic Support
B.A., San Diego State U.; M.P.H., Loma Linda U.

Durene Wheeler, 1997 - Assistant Dean of Academic Support
B.A., College of Wooster; M.A., Ohio State U.

Admissions

Adele C. Brumfield, 1994 - Senior Assistant Director of Admissions
B.A., Marquette U.; M.A., Michigan State U.

Kim Collins, 1995- Manager of Internal Operations
B.S., Franklin U.

Mary F. Early, 1995- Senior Assistant Director of Admissions
B.A., U. of Toledo

Nancy E. Gibson, 1997 - Associate Director of Admissions
B.A., Capital U.

John G. Haller, 1996 - Assistant Director of Admissions
B.S., U. of Michigan; M.B.A., Frostburg State U.

Michael S. Hills, 1994- Associate Director of Admissions/Coordinator of Volunteer Management
B.A., Hartwick College; Ed.M., Harvard U.

Sarah H. Leavell, 1989- Associate Director of Admissions
A.B., Mt. Holyoke College

Ann Marie McIntyre, 1997 - Admissions Counselor
B.A., Denison U.

Sue E. Opeka, 1992- Events Coordinator; Assistant Director of Admissions
A.B., Thiel College; M.Ed., U. of Pittsburgh

Janet T. Schultz, 1990- Senior Associate Director of Admissions
B.A., University of Chicago; M.A., U. of Texas-Austin

Affirmative Action

Lakesia D. Johnson, 1997 - Director of Affirmative Action
A.B., Smith College; M.A., J.D., Ohio State U.

Art Gallery

Merijn van der Heijden, 1998 - Assistant Gallery Director
A.B.V., Academy of Fine Arts and Art Education, Tilburg, The Netherlands; M.F.A., Ohio State U.

Associate Provost

Patti Brown, 1991- Assistant Dean of Off-Campus Study and Coordinator of International Programs
B.A., Hope College

Athletics, Physical Education & Recreation

Larry Scheiderer, 1991- Director of Athletics, Physical Education & Recreation
B.S., Ohio U.; M.A., Central Michigan U.; Ph.D., Ohio U.

John R. Hire, 1974- Sports Information Director
B.S., Ohio State U.

Sarah Hogan, 1997 - Assistant Field Hockey and Lacrosse Coach
B.S., Davidson College

Brian V. Hortz, 1995- Assistant Athletic Trainer
B.A., Denison U.; M.S., Ohio U.

Kristenne Robison, 1997 - Assistant Volleyball and Track Coach
B.A., Baldwin-Wallace College

Scott Steiner, 1997 - Assistant Swimming Coach
B.A.; Mount Union College

Eric R. Winters, 1992- Assistant Athletic Trainer
B.A., Otterbein College; M.S., Ohio U.

Auxiliary and Risk Management Services

Michael O. Frazier, 1983- Director of Auxiliary and Risk Management Services
B.A., M.S., Northern Illinois U.

Bookstore

Joseph E. Warmke, 1991- Manager of Bookstore
B.B.A., M.A., Ohio U.

Campus and Residential Life

Robert R. Smith, 1997- Associate Dean of Students
B.A., M.A., Indiana U. of Pennsylvania; M.Ed., Indiana U.
Patty Martin, 1997- Assistant Dean of Students and Director of Housing
B.S., Bowling Green State U.; M.Ed., Ohio State U.
TBA - Area Coordinator, North Quad
Greg Phlegar, 1997- Area Coordinator, East Quad
B.A. College of Wooster.; M.Ed., U. of Louisville
Karen McGaugh, 1997 - Area Coordinator, West Quad
B.F.A., U. of Oklahoma; M.Ed., U. of Louisville

Career Development Center

Mary E. Schilling, 1987- Director of Career Development Center
B.A., Southern Illinois U.; M.A. Northwestern U.
Alicia M. Wood, 1995- Assistant Director of Career Development
B.A., St. Lawrence U., M.S., Syracuse U.

Computing Services

Joseph L. Fleming, 1987- Director, Computing Services
B.A., Albion College; M.A., Ph.D., U. of Michigan

Teresa L. Beamer, 1981- Network and Systems Manager
B.B.A., Pacific Lutheran University

Judith deVore, 1988- Associate Director, Administrative Computing
B.S., M.A., U. of Oregon

James E. Freeman, 1976- Associate Director, Academic Computing
B.A., California State U.; M.A., Ph.D., Bowling Green State U.

Mark Horstmeier, 1998 - Unix Systems Manager
B.A., Brigham Young U.

D. Charles Reitsma, 1988- Assistant Director, Academic Computing
B.S., Wheaton College (Illinois)

Counseling Center

Jeffrey W. Pollard, 1982- Director of Counseling and Health Services
B.S., M.S., Old Dominion U.; Ph.D., U. of Virginia, Charlottesville

Sonya M. Turner, 1997- Staff Counselor
B.A., Lake Forest College; Psy.D., Illinois School of Professional Psychology

Dining Services

William J. Clapp, 1988- Food Service Director

Finance and Management

Michael R Horst, 1996 - Manager of Financial Services
B.A., Grove City College; M.B.A., Miami U.

Cathy M. Untied, C.P.A., 1991- Controller
B.S., Miami U.

Financial Aid and Student Employment

Nancy Hoover, 1994- Director of Financial Aid
B.A., Blue Mountain College; M.Ed., U. of Mississippi

Steven M. Schwartz, 1995- Associate Director of Financial Aid/Coordinator of Student Employment
B.S., U. of Alaska

Colleen V. Goodhart, 1995- Financial Aid Counselor

The First-Year Program

Donald G. Schilling 1997- Dean of First-Year Students
B.A., DePauw U.; Ph.D., U. of Wisconsin, Madison

Health Center

Jeffrey W. Pollard, 1982- Director of Counseling and Health Services
B.S., M.S., Old Dominion U., Ph.D., U. of Virginia, Charlottesville

Charles Marty, 1990- Medical Director and University Physician
B.S., Ohio State U.; M.D., Ohio State U.

Sandra Jump, 1996- Coordinator of Nursing Services
R.N., Riverside-White Cross School of Nursing; College Health Certification, ANCC

Mary Thurlow-Collen, 1997- Certified Adult Nurse Practitioner
R.N., Presbyterian Hospital School of Nursing; B.S.N., East Carolina U.; M.S.N., Pace U.; N.P., Ohio State U.

William G. Walkup, 1992- Counselor/Substance Abuse Prevention Coordinator
B.A., Capital U.; M.A., Ohio State U.

Human Resources

William C. Acklin, 1976- Director of Human Resources
B.S., Ohio State U.; M.B.A., U. of Dayton

James P. Ables, 1995- Associate Director of Human Resources
B.A., Buffalo State College; M.A., U. of Akron

Library

TBA - Director of Libraries

Che Gil Chang, 1971- Deputy Director
B.A., M.A., Seoul National U. (Korea); M.L.S., George Peabody College

Earl Griffith, 1989- Head of Circulation/Reference Librarian
B.A., Morehead State U.; M.L.S., U. of Kentucky; M.A., Bowling Green State U.

Joann Hutchinson, 1981- Electronic Resources Librarian/ Reference Librarian
B.A., M.L.S., Indiana U.

Mary Prophet, 1980- Head of Reference/Head of Documents
B.S., Alabama College; M.S., Wichita State U.; M.L.S., Kent State U.

Susan Scott, 1996- Library Instruction Coordinator/Reference Librarian
B.S., M.A., Ohio State U.; M.L.S., Kent State U.

Ann Watson, 1997- Head of Interlibrary Loan/Reference Librarian
B.A., West Virginia U., M.L.S., Kent State U.

Multicultural Affairs

Betty M. Lovelace, 1990- Director of Multicultural Affairs
B.S., M.S., A&T State U.; Ed.D., Virginia Polytechnic Institute & State U.

Physical Plant

Arthur J. Chonko, 1996- Director of Physical Plant
B.S.M.E., Ohio U.; P.E.

Purchasing

Veronica M. Hintz, 1990- Director of Administrative Services

Registrar

Larry R. Murdock, 1971- Registrar
B.A., Waynesburg College; M.A., Ohio U.

Religious Life

The Rev. Dr. David T. Ball, 1997- Director of Religious Life and Service Learning
B.A., Ohio Wesleyan U.; M.Div., Boston U. School of Theology; J.D., School of Law (Boalt Hall), U. of California, Berkeley; Ph.D., Graduate Theological Union

Steven M. Schwartz, 1995-- Jewish Fellowship Adviser
B.S., U. of Alaska

G. Michael Gribble, 1990- Roman Catholic Chaplain
B.A., M.A., Ohio State U.; M.Div., Catholic U. of America

David O. Woodyard, 1960- Adjunct Chaplain
B.A., Denison U.; M.Div., Union Theological Seminary; D.Min., Vanderbilt Divinity School

Security and Safety

Frank A. Abele, 1979- Chief Campus Security and Safety Officer
B.S., Park College

Slayter Union/Student Activities

John Beckman, 1995- Assistant Dean of Students/Director of Slayter Union and Student Activities
B.A., Creighton U., M.S., Emporia State U.

Edward Lenane, 1996- Coordinator for Leadership and Student Organizations
B.S.Ed, SUNY, Plattsburgh; M.Ed., U. os S. Carolina

Jill Susice, 1997- Coordinator for Programming and Co-Sponsorships
B.A., M.Ed., St. Lawrence U.

University Resources and Public Affairs

Kimberly D. Andes, 1996 - Associate Director of Annual Programs
B.S., B.A., Ashland U.; M.Ed., U. of Akron

Lyn B. Boone, 1988- Director of Alumni Affairs
A.B., M.A., Indiana U.

Jonathan Bridge, 1990- Senior Development Officer
B.A., Denison U.

Stewart B. Dyke, 1983- Director of Public Affairs
B.J., U. of Missouri

Roberta J. Falquet, 1989- Senior Development Officer
B.S., Bowling Green State U.

Colleen C. Garland, 1992- Senior Development Officer
B.A., Ohio State U.

Marion M. Massa, 1989- Director of Information Management
B.A., Denison U.

Fleur W. Metzger, 1986- Publications Editor
B.S., Northwestern U.

Administration

J. Phil Samuell, 1986- Associate Director of Public Affairs
B.A., Marshall U.
William J. Seegers, 1981- Director of Development
B.A., Hampden-Sydney College; M.A., Princeton U.
Robert G. Seith, 1978-84, 1989- Advancement Communications Manager
B.A., Denison U.; M.A., U. of Arkansas
Gregory J. Sharkey, 1995- Associate Director of Alumni Affairs
B.A., Denison U.; J.D., Villanova U.
Curtis A. Thompson, 1979- Director of Major and Planned Giving
B.S., Northern State University; M.S., U. of Oregon
Andrew J. Whittier, 1997- Director of Annual Fund
B.A., St. Lawrence U.

Women's Programs

Lakesia Johnson, 1997- Director
A.B., Smith College; M.A., J.D., Ohio State U.

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